

CUS report condemns "corporate" universities

Student power

The fundamental demand of student unions must be for control over the learning process and the university decision-making process at all levels. The basis for this control is not a belief that students constitute an elite, but the principle that control over one's material environment is a fundamental democratic right. We therefore must support the exercise of that right by other groups, be they workers in industry, urban residents, or citizens of the Third World.

Multiversity with a corporate structure.

The university is not an autonomous community but a multiversity with a corporate structure and ideology training students according to the imperatives of the corporate business world. Thus the various disciplines and departments are becoming increasingly compartmentalized from one another and are more and more functionally related as training laboratories in technique to the narrow demands of the labour market.

Stratification exists within both the faculty (lecturer, associate professor) and the student body (honors versus majors) and between them. The demand for control cannot be a request for participation in this corporate structure. It must seek to counter the power of the university as a corporation with the autonomous power of the students.

Department and classroom: organizing around places of intellectual work.

The most crucial arenas where the struggle for control must take place are the classroom and departmental decision-making bodies.

Student demands in the classroom and department will mean conflict not only with the administration, but also with those faculty whose narrow academic interests, or whose real powers based on status or grading, are threatened by student power.

The students struggle.

Functionally, the faculty may normally be divided into three groups: upper administrators and deans, whose interests often coincide with those of the administration; middle-level academics, who are threatened by administrative interference but also by student demands; and the bloc of lower faculty and poorly-paid teaching assistants whose interests are closer to the students'. Students must, as a group of faculty, including minority faculty unions and teaching assistant unions, fight for the following:

A struggle for democratization.

1. The CAUT policy of apprenticeship and tenure must be vigorously opposed as a guild professionalist concept of status and power in the university which subordinates teaching to research and intellectual exchange to competition between professors and students in the classroom and departmental politics. We must fight for automatic due process in hiring and firing with regular review of contract by parallel student and faculty committees with mutual veto.

Joint student/faculty control.

2. Students must have control in the classroom: methods to that end could be an adoption of the pass/fail system of grading, constant evaluation based on assignments, class participation, evaluation by fellow students in the class, and negotiation between the individual student and the teacher.

There must also be continuous joint student/faculty control over curricula and teaching-learning processes. Students must be organized to confront faculty-administration opposition to these reforms by boycotting exams, setting up student-run tutorials and seminars using resource personnel, challenging the bias of course outlines and the context of lectures, etc.

Demand equal access to information.

3. Autonomous student power must be built by establishing departmental union locals including all students in each department. Student committees, parallel to all departmental faculty committees, should be created to demand recognition of students' right to equal access to information and bargaining power. The department union, in the event of conflict, must work for final veto over departmental or faculty decisions, and must have the right to initiate new policies for faculty ratification.

University level: Bargaining from power

Any gains made by forcing concessions from faculty at the departmental level can be smashed by the actions of the senate, board, faculty council or other university and faculty bodies. Students must build autonomous power at this level by demanding:

1. An end to all advisory committees of students without direct decision-making power, and student participation as a minority of any decision-making group. Students must form their own committee, articulate their demands and engage in bargaining with the administration and/or faculty controlled bodies. The alternative is to allow things to be "buried in a committee" and permit student demands for action to be co-opted into various types of non-action. A refusal to bargain in good faith can be met by mobilizing students to act to confront the power structure by demonstrations, strikes and boycotts.

2. Openness of all meetings and equal access to information.

3. Abolition of the board of governors as presently constituted. The fiscal and other "academic" powers of current boards of governors (ultimate veto of hiring and firing) should be transferred to parallel student-faculty university level decision-making bodies (i.e. the student union or an executive committee of it called the student plenum and the faculty council respectively) which will meet separately. Legislation will have to be ratified by both bodies before it goes into effect.

An alternate model which might be employed would be to transfer all board powers to a reconstituted senate with an equal number of students and faculty, i.e. the demand would be for parity on a joint body.

* * *

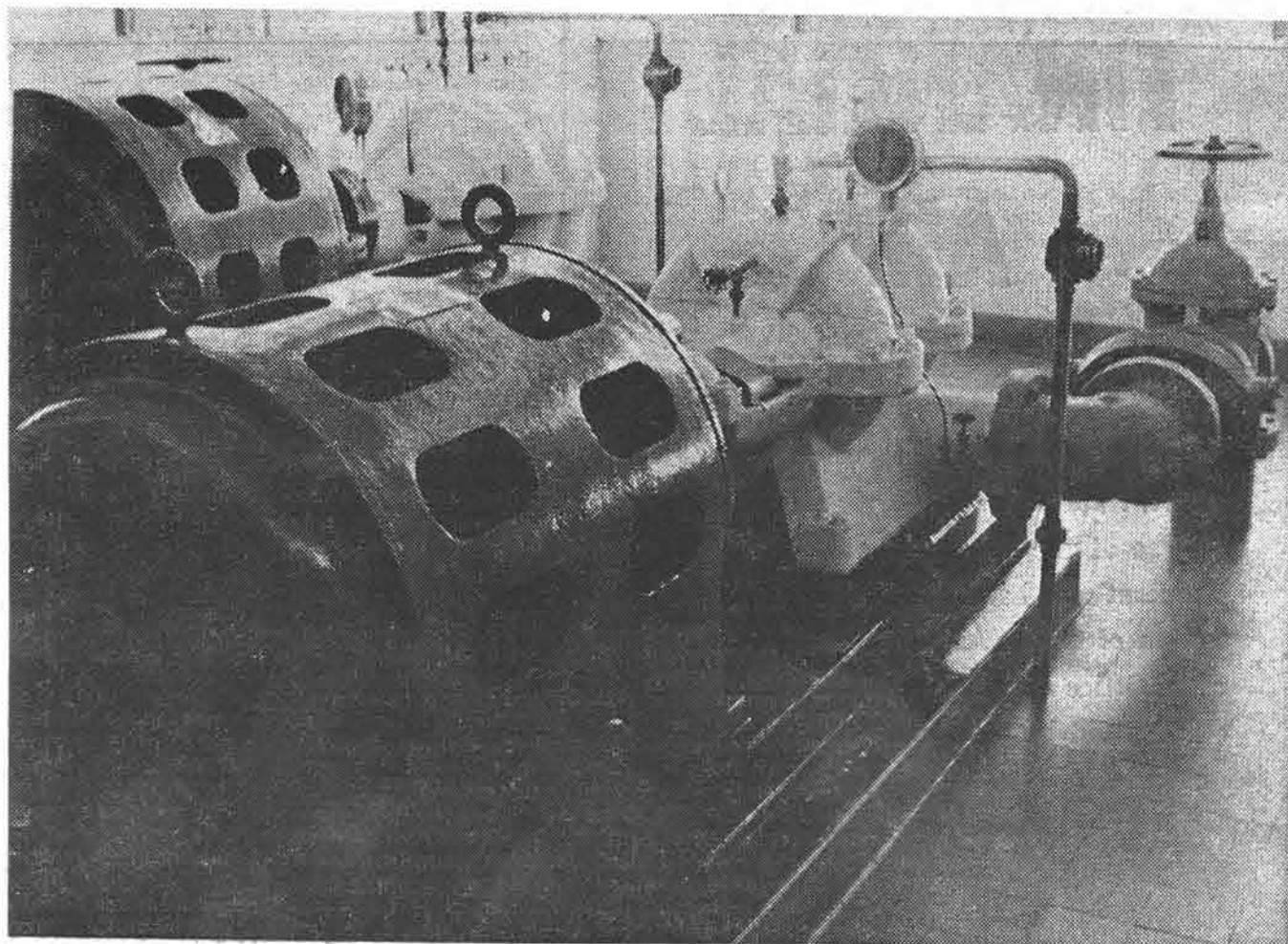
Education

In a society that is truly democratic, the goals of education must be to help students to become individuals:

- i) who are able to take self-initiated action and the self-disciplined and responsible for that action,
- ii) who are critical learners able to evaluate the contributions of others and make intelligent choices, free of social or intellectual coercion,
- iii) who are aware of their social responsibilities and are able to co-operate effectively with others, but who think and act independently and not just in terms of what others think,
- iv) who have acquired knowledge relevant to the solution of personal and social problems, and can use that knowledge creatively.

Don't divorce knowledge from society.

However, the knowledge that is acquired cannot be divorced from the social system which it exists. It is not politically neutral: it can be used both to liberate and repress. Only if we examine the ways in which knowledge is used in our society can we fully understand the kinds of socialization that occur and the role of education in our society.



University as pumphouse

photo by Atkins

PLACEMENT INTERVIEWS

The following companies will be present on campus during the next few weeks. Prospective graduates who wish to have an appointment with one or more of the company representatives are requested to arrange an appointment through the Placement Office.

- NOV. 18th — **MCDONALD CURRIE & CO.**
Anyone interested in the career of
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- NOV. 18th — **C. H. WARD & PARTNER**
Anyone interested in the career of
Chartered Accountant — Mr. Eckel.
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Anyone interested in the career of
Chartered Accountant—Mr. Routery & Mr. Fudge.
- NOV. 19th — **THORNE, GUNN, HELLIWELL & CHRISTENSON**
Anyone interested in the career of
Chartered Accountant.
Mr. Godfrey & Mr. Cumming.
- NOV. 20th — **TOUCHE & ROSS**
Anyone interested in the career of
Chartered Accountant — Mr. Labrie.
- NOV. 20th — **PEAT, MARWICK & MITCHELL**
Anyone interested in the career of
Chartered Accountant — Mr. Pielsticker.
- NOV. 21st — **HUDSON BAY CO.** Mr. English.
- NOV. 21st — **ARTHUR ANDERSON**
Anyone interested in the career of
Chartered Accountant — Mr. Pye.
- NOV. 22nd — **HUDSON BAY CO.** Mr. English.
- NOV. 22nd — **CLARKSON & GORDON**
Anyone interested in the career of
Chartered Accountant.
- NOV. 22nd — **DELOITTE, PLENDER, HASKIN & SELLS**
Anyone interested in the career of
Chartered Accountant — Mr. McNeill.
- NOV. 22nd — **PRICE WATERHOUSE & CO.**
Anyone interested in the career of
Chartered Accountant — Mr. Cornforth.
- NOV. 25th — **MUTUAL LIFE** Mr. Reynolds.
- NOV. 26th — **CANADIAN PITTSBURGH** Mr. Finlayson.
- NOV. 26th — **UPJOHN (Males only)** Mr. Alexander.
- DEC. 2nd — **CANADA PACKERS** Mr. P. N. Renouf.
- DEC. 3rd — **FORD MOTOR CO.**
- DEC. 4th — **FORD MOTOR CO.**
- DEC. 4th — **SIMPSON SEARS** Mr. S. Stewart.
- DEC. 5th — **DOMINION LIFE ASS.** Mr. Williams.
- DEC. 5th — **LONDON LIFE** Mr. M. H. Swain.
- DEC. 6th — **BANK OF MONTREAL** Mr. Long & Mr. Herriot.
- DEC. 9th — **PUBLIC SERVICE COMMISSION**
to 17th Appointments will be made by the Public Service
Commission writing the student.
- DEC. 10th — **EXCELSIOR LIFE** Mr. Kearns.
- DEC. 12th — **TORONTO-DOMINION BANK** Mr. Joseph.
- DEC. 16th — **PROCTOR & GAMBLE**
- DEC. 17th — **PROCTOR & GAMBLE**

FINANCIAL AID

Any student who has received his Statement of Award and not yet picked up his Certificate of Eligibility is requested to do so at the Financial Aid Office. Any student who has not handed in a Declaration of Other Awards to the Financial Aid Office should do so. If you do not there will be no Grant Cheque for you, any delay in submitting this form will result in a delay of your Grant Cheque.

Valedictorian stuns audience

"The Student as Nigger" has finally entered into highschool Valedictories.

At Hamilton's Barton Secondary School last Friday, Richard Shields, Valedictorian, used Farber's article as the basis of his speech.

He said the five years his class spent in high school had "lobotomized" them. "The problem is that students take it," he added.

Shields said much of the famed article was true of the system. "The article gave many examples of injustices and they are the truth. Students don't think. They follow orders, and Jesus can they follow orders."

Shields condemned the teaching method. He said "things are true because of authority." He claimed the system destroyed creativity.

"The article is right about this

being a factory schedule. We are taught not to learn just to be better."

The school system channels people into business, Shields said. "No one cares about places like Biafra in this system."

"The students and the system are utilized by authority for pettiness and ignorance," said Shields.

In the speech Shields said the classroom was a "useless entity where some truths should have been acquired but they weren't."

Shields issued a mandate to his graduating class. He said "Others don't know what is better for us. We shouldn't let ourselves be produced."

Shields did not proclaim the need for revolution. He said there should be a great deal of change but by working in the system.

At the conclusion the guests on stage did not applaud with

the audience. All had frowns on their faces.

Before the Valediction the people from the Board of Education commented on the calibre of education the students received. They talked in terms of supply and demand of education and the monetary return from graduates.

The Superintendent of Secondary Schools, Mr. Cooper, claimed the aims of education were to create people who could "think effectively, communicate, discriminate values and work and conduct themselves in the standard fashion."

During the Valedictory address a teacher left the auditorium and walked in the halls. She did not enter the room again.

The principal, Mr. Russel said little about the Valediction except that he "hoped the graduates would benefit society as they had been taught to."

Manitoba administration yields to students demands

WINNIPEG (CUP) — The University of Manitoba administration has virtually capitulated to student demands in an effort to break through a massive procedural tangle in the government of the university.

The students have refused to fill six senate seats for two months now in a demand for open board and senate meetings, board representation and student council control of senator selection.

The administration has complied with three of the conditions. It has pledged to open the senate, allow election of a student representative to the board and leave selection of student senators in the hands of the student council.

The students have been playing an almost unbeatable hand. The provincial legislature last year restructured university government at the university but the new bodies cannot meet until students sit on the senate. After two months of desperate bargaining and threatening, the administration gave in.

The council has, as yet, not indicated that it will finally send students to the senate. Apparently, it will wait to see what the board says about open meetings.

The concessions were made Friday (Nov. 1) at a lengthy senate meeting. Senate approved council selection of student representatives, promised to elect a student to the board and pledged to meet in the open, providing for "in camera" sessions to deal with items such as the awarding of honorary degrees, personnel appointments and real estate transactions.

Horace Patterson, student president, said after the meeting: "I

am pleased with what has been decided. I hope the board proves as receptive."

Essentially the tangle went as follows: The new senate cannot convene without student reps. The new board cannot meet until the new senate has elected six members of the board. Thus far,

the old bodies have been meeting to handle all administrative matters.

Administration president H. H. Saunderson's attempts to negotiate with and then bypass the council by working through faculty associations broke down earlier in the month.

CLASSIFIED ADS

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Anybody in there? How about it?

photo by Wilson

Guards defend Lutheran virtue

by Pat Box

"They keep the girls in and the boys out."

This is one student's opinion of what the SIS guards on campus do.

Other student comments ranged from, "I've never had to come into contact with them," to "they appear to do their job, but just what is it that they do?"

WELL, WHAT DO THEY DO?

The men in blue clarified the mystery. They are responsible for maintaining security of campus buildings, enforcing parking regulations, patrolling the campus, and seeing that laws, such as the one about drinking, are adhered to. One of their favourite jobs seems to be checking in at French House to see if the girls are safe.

The SIS team patrols the campus in shifts of 5 p.m. to 2 a.m. and from 10 a.m. to 7 p.m.

This year they have new walkie-talkies to co-ordinate their activities on campus. The only problem now is trying to get batteries.

SIS AS IN BIG SISTER?

The four man team of Security Investigation Services is headed by Sergeant Smythe and also includes Dave Clarke who has general jobs around campus, an officer in charge of parking violations, and an officer who periodically patrols the campus in a cruiser.

WHY, OH WHY.

Clarke has been working at WLU since February 1967 and enjoys his job very much. He became interested in this line of

work during his five year term in the navy where he had naval security training and learned discipline and working with younger people.

The two most important qualifications in obtaining a job as a SIS guard are good character and a perfectly clean criminal record.

"A FINE LITTLE CAMPUS, BUT —"

Clarke has a good opinion of the students at WLU. He claims they have given him "no trouble to speak of."

He has a few suggestions for improvements on campus.

He said: "The TA should be open until midnight for recreation, fun, and the blowing off of steam. Any student who is not involved in varsity athletics

doesn't have a chance to use the TA. Also I think the campus should have another coffee shop which would be open late at night for students who want a break from studying but can't take the time to go into town."

Clarke had a word of sympathy for the Frosh girls.

"Their weekday curfews should be extended to 1 a.m. because the present midnight curfew does not allow time for coffee after a late show."

Other problems, he thought, were the lack of social and athletic activities, of gym equipment, of general facilities.

Editorial Note: Since this interview was conducted it has been discovered that Dave Clarke resigned from his position for financial reasons.

Martin says senate needs functional reform

Paul Martin, Senate house leader, in a discussion with students and faculty in 1E1 Monday said the Senate should take over some of the functions of parliament.

In a short address, he said, "The Senate is not a perfect body but its worth is understated and misunderstood. We should not be critical of the Senate but of the institution of parliament itself. The whole system must be made more functional."

Martin said the government spends so much time implementing and executing that there is little time for debate between

the government and the public. He would have the Senate "usurp some of the functions of parliament so that this debate can be carried on."

Martin said the Senate has all the plenary powers of a private member of the House of Commons. However, he said the Senate must not exert its plenary powers. "The House of Commons is an elected body and is more direct representative of the people. It is a question of the Senate using its powers more actively."

Senator Martin was all for reform of the Senate by the Se-

nate. But he said, "it's the House of Commons that needs reform. What is at issue is not the Senate but Parliament and the parliamentary system which must be made more functional."

Senator Martin, however did not want to disband the parliamentary system. It is "the best way for a free people to give expression to aspirations and views of a free people."

Martin said the Senate, as a body appointed, not elected members, is better able to guarantee regional and minority interests. But he would reform the Senate's lack of time for debate.



Photo by Moxley

Senator Paul Martin addressed WLU Liberal Club.

Loan officer says some students must quit

Mr. J. Johnson, Student Loans Officer at WLU, said, "I expect some students will have to quit because of a lack of Student Loans or insufficient funds."

A total number of 1500 applications were processed at WLU for an output of over \$1,500,000. "The majority of people feel they are not receiving enough money," he said.

"The present regulations work to the advantage of the low class family," Johnson explained. He said "the system is good to those who would normally not get here — maybe about 10 per cent."

Johnson explained there would be no reductions in student loans but the regulations and the auditing will be greatly tightened. "In Quebec," he said, "the auditing system reduced the loans given out by about one third."

"The smart thing for the student with insufficient funds is to work for a year then come to university as an independent student," he said. "This would place the student in a better economic position to enter university."

Johnson said, "the whole idea of giving money away in our society is so unusual, it is making

social welfare out of the university. It is based on the assumption that people are 100 per cent honest and truthful."

One of the dangers is that the banks are now having trouble collecting money off the already graduated students. Banks may soon drop the system of student loans since it costs so much to collect money from students who have gone to Europe or other foreign places to evade payment.

"Next year," he said, "loans through enforced auditing and stricter regulations would make it harder for students who don't deserve the money to get loans."

Sex-crazed drunks attack women's residence

"We want sex" was the cry, as hundreds of disgruntled drunks milled around Women's Residence on the night of Oct. 31. The girls cheered them on, the cops watched and the SIS were on hand to see the yearly rites of the god, Baachus.

After the winners of the drink-it-down contest had been eliminated by the bring-it-back-up contest, the grand finale of the Watunga tell-it-as-you-see-it contest was held. The winner of this contest (arrested for obscenity last year), was invited to

take part in the international version of the contest which will be held in Togoland this year.

Some of the shorter members of the crew, not to be left out, managed to find a ladder, which was conveniently kept hidden for such emergencies. Then they set out in quest of low windows or tall girls or whatever entered their nimble minds at that early hour.

The hard-core, commando unit of the melee then sprang into action. Their eyes shining with visions of sugar plums and other non entities, they raced up

against the building and established an all time record by smashing five window screens while their admiring kindred looked on. The previous record of four was set in 1911 when a member of an Australian fungo team went berserk and attacked his reflection in the clubhouse windows.

The commando unit returned to the mob and led it in the traditional snake dance of victory back to the cellars of East Hall. Here they were comforted by the head resident and tucked in for a solid night's sleep.

WARNING:

Campus Thieves Operating Early This Year

Books, Tape Recorder, Brief Cases, Wallets have been reported stolen. For your own protection guard your possessions. Keep crime down, keep an eye on your belongings!

JUDICIAL COMMITTEE

The CORD WEEKLY

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The new teach-in idea

The Students for a Democratic University on campus this week proposed a teach-in with a twist. Instead of inviting to the campus people we have never heard of, they have suggested the professors be used as the major source.

One of the biggest boosts to this proposal was Dr. Peters who offered to get classes cancelled for the time of the teach-in. He said at the meeting that for something like this he would do what he could to accommodate it.

This is one of the better proposals to come out of any group on campus. If it were done properly, the event could make teach-ins interesting and enjoyable.

As we saw it, the event would happen over a weekend beginning on a Friday. The students would still go to their regular classes but instead of listening to the same dogma, the professors would initiate some form of discussion. This would let each faction, the professor and the student, have some meaningful dialogue. Each professor would have the prerogative of not participating and continuing his class.

All this is fine except for one or two things. First, teach-ins in the past, especially the one recently held at U of T, have been colossal flops because of the lecture atmosphere. The resource people have given lectures on their topic formally and any discussion has been carried out in a highly structured atmosphere.

Any teach-in here should be as unstructured as possible. Resource people should be allowed, if they want, to teach on what they really think are the important issues. But there should be complete freedom to digress and expand on or off topic.

Secondly, the teach-in should be a continuing thing. There should not be a complete stop to the teach-in after it first happens. There is no purpose to a teach-in if after it has happened people are not given a chance to further debate in the future.

The supplement to the education of everyone on campus would far outstrip any lecture a professor might give on the future or the past. The teach-in would be about the present, affecting the future.

Serious thought should be given to a continuing series of teach-ins held in a free and meaningful atmosphere.

One student, one vote

Students Council is not acting in the progressive fashion they have claimed to in the past.

An alternate proposal was suggested for the operation of student government by giving each student one vote on Council. Council is denying that such a system deserves any thought. They refuse to try the new procedure for even a limited period of time.

We think that since this basic form of democracy is viable in this university situation it should be at least tried. Council says no.

By saying no, Council is setting itself up as the judge of the responsibility of students. They are in effect saying that students are not responsible enough to make use of this right properly. Their argument is that small interest groups on campus will pack the Council meetings and destroy what Council is trying to do. We think that this would not happen because students as a whole are knowledgeable enough to counteract any secular move by small groups.

As Council was refusing democracy to the students, Bill Ballard was not acting with the responsibility his position demands. He said he would resign if the experiment were to be tried. We see no reason for such an irresponsible act by a person he says is "the most powerful student on campus."

The idea should be at least tried. We admit it is drastically different and almost entirely untried. In ancient Greece their situation was not so different as ours is now. We are small and compact.

If students are not given responsibility of action, then they are not getting the education they deserve. By at least giving them the opportunity to be responsible, participation in council will do what the philosophy and system of education have denied the student.

With the view of the wider consequences of a democracy giving one vote to one student, Council should try the experiment.

The CORD welcomes letters from students, faculty and members of the Administration, but please remember these things. All letters must include your name, address, faculty and year or position. Anonymous letters will not be accepted, but we will print a pseudonym if you have a good reason. The editors reserve the right to shorten lengthy letters. Letters should be typed, if possible, and submitted to the CORD office no later than Monday afternoon.

Wrestlers need more people

Dear Editor:

Freshmen get involved! Become a varsity athlete. You can wear one of the coveted Lettermen's jackets!

Although wrestling is listed as a minor sport, that's only because we have a biased athletic department that is ignorant of this fantastic sport.

Our varsity wrestling team has been working out at the K-W YMCA under the auspices of coach Kurt Boese. Coach Boese has been a member of Canadian Olympic Pan-Am, and British Commonwealth teams for many years. He was one of two Canadians sent to the pre-olympics to test the atmospheric conditions in Mexico for wrestling.

Manager Willie Watson says the boys are getting in good shape, but a few weight classes are still empty. Among good prospects are OIAA champions. Ronnie Liscombe, and little George Gould. Big things are also expected from big Bob Willis and Allan McAdam.

Another pleasant surprise in Watson's eyes is returning student Rick Bryant, who was OIAA champ two years ago.

But the team cannot stand pat, it needs you! Anyone interested please leave your name in the athletic office.

Remember rasslin' started with the Greeks and Romans. You too can be a greek god or a Caesar, at least in your own mind! Act now!

BARRY NIEL

Curlers reply

Dear Editor:

In reply to an article of last week's Cord (Nov. 1, 1968) in which Coach Knight was quoted as saying: "It is the sports like curling which take four men and \$300. and go to Toronto that gives minor sports a bad name."

To anyone who pays any attention to our fair football coach and his rantings, the above statement is false, erroneous, full of shit and the speaker knoweth not of what he speaketh. If tuffy had done his homework (heaven forbid) he would have known that the sum in question was dispersed among things other than that stated. It might be mentioned here, that the curling team did win the Canadian championship last year tuffy. Did your glorious football team? The curling team had no coaching whatsoever but then I wouldn't say the football team did either. (We don't feel neglected).

Now tuffy, the next time you remember the \$300 that was given to the curling club as the sum total of its grants last year, try to remember the sum (we know it's unmentionable) that you spent

on training camp, transportation, equipment, supposed coaching fees, etc. etc. And produced... (what did you call it Mr. Knight?).

Until next week's Cord, BILL HAWKES,

Honours Economics 3.

P.S. If you'd like to enhance your laughable figure Mr. Clean, stop nit picking and try curling. It's the greatest.

Womens hijinx

Dear Editor:

It's about the guys on campus who have not as yet, (even after thirteen years of schooling and lessons on public conduct from their mommies and daddies), mastered the difficult task of keeping their pants up.

We are referring, of course, to that group of "gentlemen" who parade around in front of women's residence windows with their pants down around their knees. It's about time they started acting their age instead of their shoe size.

Yours truly,
D WING.

No calendar

Dear Cord:

I wish to register a protest to the effect that there was no events calendar printed in the last issue of the Cord. On behalf of all those who need such a thing to put up on their bulletin boards, might I assume that such a thing will be printed in the next edition.

PETE DUCHESNE,
Arts 2.

Spencer Davis disturbs quiet

Dear Editor:

Our weekend campus crawled into its' somnolent shell about 4 o'clock on Friday, Nov. 1. The following evening Spencer Davis and his group invaded that privacy for a few hours. It proved fortunate that the 'campus quiet' could be disturbed by such a mind-bending display. One would have to agree with SUBOG that this dance (we'll await the Supremes) was probably the highlight of our social season.

The group that attended was large and groovin'. The group provided those present with the best show on campus since Bill Ballard vehemently protected the student treasury spending at the last council meeting.

One low part of the evening was reached when that local undisc-jockey appeared on stage. His witticisms were unheard, his oranges unwanted, the solo performance unwarranted and his appearance following this group unreal.

Still —

A very enjoyable evening of

CORD STAFF FOR THIS WEEK

Samm the Barber, Stew "the souper" Craig, Dave "fingers" Glandfield, Whistling Bill Smith, Jim "Max Coxwell" Moxley, Bob Willson (he's got contacts), Jim "the Midnight Photog" Wilson, Jake "the traveller" Arnold, Shane Belknap (he's Cathy's brother), sporty Jerry MacLaughlin, Don Baxter (he's so refined he's pure), Kyra Kristensen G.A.A., George Haggard, Dave "the interviewer" Fairfield, Inga Moreland (she's on layout), Dorri "finit" Murdoch, Pat Box, Laerie "the Movie-goer" Valentine, "happy" Anne Welwood, Paul "the joker" Matteson (or is it his brother?), Your friendly local mortician John Weafer, a certain B.S. from down the street, and our ex officio odd job man Bill Duff.

incredible psychedelic vibrations. The music ceased, the crowd vacated, Spencer Davis moved on and early Sunday morning the somnolent campus returned to its former weekend peace, echoing only to the musical footballs of the 'kampus kops.'

Don McNEIL,
Arts III.

Cretins at football game

Dear Students:

Has the time come when football games can only be attended by students? Must parents, wives, friends and alumni remain at home because student don't know how to control themselves? We hope not!

This may and probably does seem a bit ridiculous to most who are reading this letter; but, it is the situation we face. Many players, the coaches and the administration have received complaints following each home game, regarding the language and in some cases personal abuse received from students. Many parents, alumni, and friends of the university are disturbed with these occurrences and some have refused to return to future games.

On behalf of the football team we would like to voice our appreciation for your support, we want it, we need it. But we must agree that there is a great difference between football enthusiasm and the irresponsible actions of some students at the games.

We want enthusiasm on Saturday, but certainly we need a little consideration and respect for others as well.

JOHN KRUSPE
MIKE McMAHON

Funeral services were held Tuesday, Nov. 5 for William Maher, a Hamilton resident and student at WLU. The service was conducted at St. John the Baptist Church in Hamilton. Mr. Maher was the victim of an auto accident Friday, Nov. 1. He was 19 years old and a second year General Science student.

Campus closed

MADRID (CUIPI) — The University of Madrid was occupied Monday (Nov. 4) by hundreds of police called on campus by the school administration to prevent further student violence.

The university has been plagued with student unrest over university expulsion of two law student leaders. About 30 cops entered the school of law and tore down posters denouncing "repression" "repression" by administration officials.

Outside the school, two busloads of policemen, 10 police cars and two armoured water tanks with jet hoses stood ready to quell any outbreak.

Last week, students ransacked the dean of law's office and burned portraits of General Franco.



Spencer Davis on Beatles

Much is known of Spencer Davis the singer, guitarist, and piano player. But what of Spencer Davis the man. Early Sunday morning in an interview with him, we talked little of music but much of people and life in general.

Born in Swansea South Wales, Spencer holds a Bachelor of Arts Degree in German. He considered furthering his scholastic career at McMaster University, but chose music as his serious profession. When asked if he had any regrets, he simply answers with a wry smile "none."

Since he has experienced the same sort of educational process as we at WLU, I was interested in hearing his views upon this touchy subject. He believes that education as it is now is a "process of unlearning rather than learning". As he said, "It is nothing more than people try-

ing to put you down. This has been going on for two thousand years, but pop music in its own way is breaking through these barriers set by our society."

Concerned and involved with people he said, "I lose my patience with those who close their minds to new things. Society is in a constant state of flux and people should be willing to grow with others. I hate those who label any change immoral."

He also explained his thoughts on people as individuals: "You must let people know of your existence, but at the same time you must not set yourself up as a tin god. You must listen to others constructive suggestions and be prepared to climb down."

Spencer Davis the musician and performer simply wants to entertain and give something to his audience. He is not trying to "screw" them. He likes people

and tries to genuinely project himself not only in his music but in his everyday life.

As a sidelight, in talking to Ray Fenwick, lead guitarist for the Spencer Davis Group, I learned something of the Beatles' new album. Again they are taking a fresh and original approach to pop music. It seems that psychedelia is not present in any form on the album. Instead simple tunes and lyrics have replaced the complicated songs of Sargeant Pepper. Personally Fenwick prefers this. He believes that music is "what it's all about". To him strobe and light shows are unreal.

As a guitarist, there are many commendable qualities in his style. A confirmed Claptonite, Fenwick uses the combination of fuzz and blues guitar to full advantage. Instrumentally, he is an adequate replacement for Stevie Windwood.

What have you eaten lately?

"I've eaten here for five years and this is the first year that the food has really been bad."

This was the comment of Al O'Neil, a graduate student, not even bothering to go over to the dining hall to eat his meals. The student complained of stomach cramps which he attributed directly to the food being served and the generally unhealthy standards which the dining hall supports.

"Instead I prefer to make my own meals in residence," he said, "at least this way the food is nutritious and tastes like its supposed to." He said that the majority of the utensils appeared either to be unwashed or not washed adequately. "You have to check through at least 7 or 8 glasses before you find a clean one," he said.

He wondered why frozen food such as peas were invariably mixed with fresh food. "It appears to be a handy way of getting rid of left-overs."

Patti O'Neil complained that she often found hairs in her food plus a variety of other objects. She said she had found pennies in the jello and in one instance found a note in one of the buns. The note said the bun had been received two weeks before she got it.

One occupant of graduate residence complained he had found a beetle in his salad. His roommate confirmed this and said although he had not found any insects in his food he did get a glass of milk which had a brownish-black residue on the bottom. He also added, "the knives and forks are hardly ever clean."

After checking into the residue on the bottom of the glasses, it was discovered that it was the result of glasses which had either not been washed or had not been checked before being put into service.

Tom Bannister remarked, "the

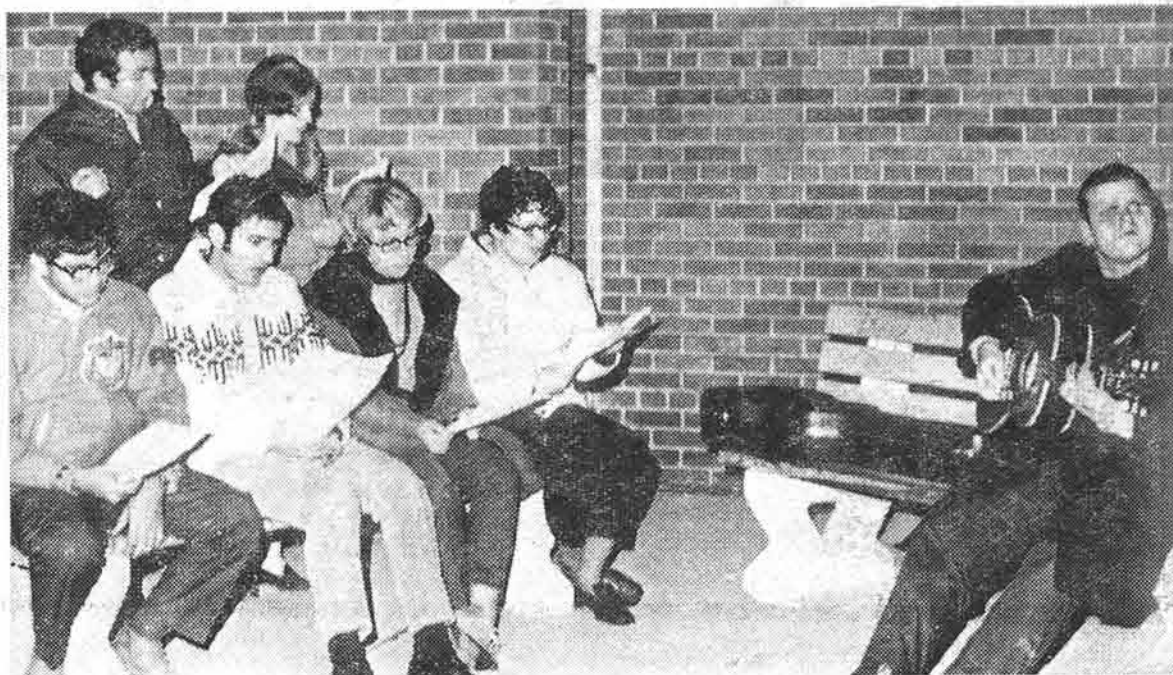
food seemed to get worse about last February and has not been any better since." He said that a large proportion of the food was either served raw or too cold to eat. "You can't distinguish one meal from another," he said. "Not by taste anyways."

He said, "it's strange that the progression of meals seems to be steak, then hamburgs, then Shepherds Pie, then slop on a bun." "They must have a vault full of those tea steaks or hamburgs," one girl added.

Gary Vamps said his main complaint was the meals lacked variety. "You get hamburgs every day or every second day. The glasses are always dirty with ashes, and the soup has too many hairs in it to bother eating. The cafeteria serves a lot of starchy foods which are filling, but hardly nutritious. When they do decide to give you a good meal such as steak it is usually tougher than leather."

Peter Duchesne complained of watery vegetables, the large amount of grease used on such foods as bacon and the fact that the plates were usually dirty. "I have also suffered from upset stomachs since I started eating in the dining hall."

Of the twenty or so interviewed, none thought that the food was good. On the whole they realized the problems of cooking in a large cafeteria, but felt that the methods of sanitation could at least be improved.



Carolers await arrival of Great Pumpkin.

photo by Samm

PoliSci reps

Students will now have representatives on the Political Science department. Faculty members have agreed to have six student representatives on the department.

Dr. Aun, chairman of the Politics Department, invited John Varley, 4th year student, Roy McQuaid, 3rd year student and Ed Aunger, 2nd year student, to a department meeting to meet the members of the department.

There will be a meeting next Thursday at 10 in 2E5 to elect student representatives.

Entries For The
Literary Magazine

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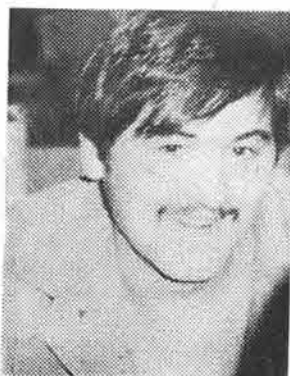
Shane Belknap
Dorri Murdoch

Are your stomach and the dining-hall food compatible?



Martha Nettleton

Arts II
Runs a pretty close second to apartment food.



Nip Scott

Hon. Arts II
It all depends on whether the little things in the eggs are doing it or not.



Bob Richards

Hon. Bus. II
Whose is?



Ross Vickers

Arts II
As a result, I'm on a crash diet.

Mike Parker

Bus. II
Do you want an unbiased answer?



Don "the Soothsayer" Cole

Sci. III
The only reason I eat this food is so I'll have enough energy for the cut.



Edie Gomille

Arts II
The milk shakes here are great even if you have to make them yourself.



Infa Malejs

Hon. Arts I
Sure, you don't know when it's bad.

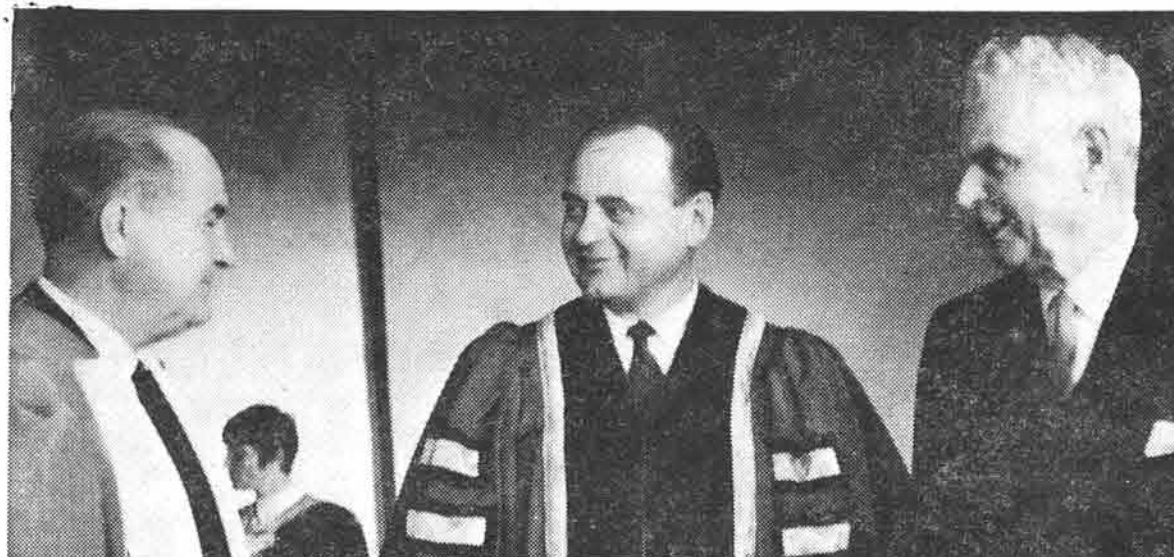


Trevor Booth

Pol. IV
What food?



Diefenbaker addresses graduates at fall Convocation



Diefenbaker was awarded honorary Doctor of Laws degree at Fall Convocation.

photo by Attkins

Former Prime Minister John G. Diefenbaker called the Baccalaureat Service held on campus Sunday morning "a very touching ceremony in every way." In an exclusive interview Sunday, Mr. Diefenbaker said "Everything at the service showed a wonderful spirit of cooperation and was a tribute to the leadership of Dr. Peters."

He also said, "In a few years WLU has become one of the leading institutions of learning in our country. Students should look ahead, he said, "to what may be their future in the Canada to which they give their devotion."

He quoted John Milton's definition of education as "that which fits individuals to perform justly, magnanimously, and skillfully in private and public life, in peace and in war."

Referring several times to the past, Diefenbaker said, "No individual who forgets the past can ever achieve the destiny that is available to him and which should be attained."

He talked of freedom: "We have that freedom to lead our own life, circumscribed only by the fact that we may not do wrong, but we may always be wrong." . . . and of progress: "I believe heretical ideas of today

could become the cornerstone of tomorrow's philosophy." . . . and of education: "Canada is going to fall behind, unless we improve our facilities for research. I advocate a national council on education to be cooperative between the Federal and Provincial Governments."

In his address to the graduates, he concluded by saying, "We've given you an opportunity for a future. My hope is that you will contribute to the building of that Canada that you love and I love."

Mr. Diefenbaker was going to the West that night and would speak to the participants of the "Miles for Millions March" held in Calgary that day.

At the Fall Convocation of Waterloo Lutheran University, honorary degrees of Doctor of Laws (honoris causa) were awarded to John George Diefenbaker, Walter Albert Thompson, and George Johann Klein. Walter Thompson is a professor of Business Administration at University of Western Ontario, and a consultant for leading Canadian corporations.

George Klein is well known for his research in aerodynamics. He designed the atomic reactor at Chalk River and is a member of the British Empire.

Students call election a hoax

NEW YORK (CUPI) — Students all over the United States Tuesday (Nov. 5) protested the American election, an election they called a hoax and fraud.

Demonstrations and protests of one sort or another were held in New York, Boston, Washington, Ann Arbor, Newark, Columbus (Ohio), Waterville (Maine), Claremont (Calif.), and Des Moines (Iowa).

The protests were sponsored by the student for a democratic society and the national mobilization committee to end the war.

Some 72 people were arrested in New York, as 1,000 students marched through the streets, carrying NLF flags and led by a

man wearing army fatigues and a pig mask.

Over 100 persons were taken into custody in Washington as police broke up a demonstration in Lafayette Square, just across the street from the White House. Pickets carried signs bearing the portraits of the three major candidates that asked "Are you kidding us?"

It was larger in Boston where 2,000 people hit the streets to protest the election. Six were arrested.

Police busted a Newark protest and injured at least ten persons as they clubbed their way through a crowd of 500 members of SD SXXX SDS from

Rutgers and Princeton. Some 30 members of the Black Panther Party were in the crowd as well.

Both New York and Newark protesters ran into violent reaction from the Young Americans for Freedom, a rightist group.

At the University of Michigan in Ann Arbor, over 100 students occupied an administration building for the afternoon.

Students at Ohio State University in Columbus, Ohio, paraded an empty coffin which they used to symbolize the death of American politics. They burned campaign posters and nominated a pig for president.

Pigs figured in most of the demonstrations yesterday. Yip-

pies attempted to nominate a pig for president in Chicago last August but police busted the animal.

In Waterville, Maine, democratic vice-presidential nominee Edmund Muskie cast his ballot amid the rhythmic chant: "Free elections, free election," the jeers came from a group of 175 students.

About 50 black student unionists from Claremont Men's College in Claremont, California, staged a sit-in on city streets to protest the "faracial" election. Traffic was detoured around them.

In Des Moines, 175 SDS members paraded to the state legislature and held a peaceful 90-minute rally.

Cinema Scope

by Valentine

The creator and director of "Juliet of the Spirits," Federico Fellini, has this to say about his film: "It is the story of the struggle taken up by a woman against certain monsters in herself, which are certain psychic components in her, deformed by educational taboos, moral conventions, false idealisms. All this is told not in terms of psychology but in terms of fable. The film finds its true justification on the level of imagination."

The woman, Juliet, is a devoted middle-aged wife of a prosperous public relations man. They live near Rome at a seaside villa. She suspects his infidelity and, goaded on by her sister, hires a detective agency. She rationalizes this action by saying because she does not know her husband she does not know herself. When the detective agency confirms her fears, Juliet goes to the home of the mistress, but she is not there; instead she speaks to her on the telephone. The mistress is unembarrassed and unconcerned. Even the husband is nonchalant about her knowledge. The film ends with the husband leaving on the pretense of a health trip and the wife finding a self-realization that is candidly aware of the past and present, if not the future.

The film has no real plot and this is Fellini's intention as he states it here: "Movies have now gone past the phase of prose narrative and are coming nearer and nearer to poetry. I am trying to free my work from certain constrictions — constrictions of a story with a beginning, a development, an ending. It should be more like a poem, with metre and cadence."

The distinctive metre and cadence of "Juliet of the Spirits" are the intrusions into the occult world of spirits and the dreams and recollections of Juliet. It is here we find Fellini's monsters of "educational taboos, moral conventions and false idealisms."

The texture of the film is like a fable. Except for a very few characters, most of the cast is made up of very odd, very grotesque persons. Their costuming and make-up have the kaleidoscope colouring and flamboyance of the circus. Many characters are stereotypes such as the grey-bearded, wizened prophet of Doom who warns, "I am Lord of Justice."

Juliet found at a seance that she could conjure up spirits. She can not make them go away and they continue to haunt and frighten her. The spirits urge Juliet to seek out sexual pleasure; a view that is echoed by a mystic she visits. An opportunity to comply with the spirits' wishes comes to Juliet at her neighbours villa. Inside this sensual haunt is the fantastical and the bizarre. Juliet, though does not yield to its temptations.

Childhood visions are voked in Juliet — symbolic of her enslavement by the institutions of education, the church and the family. Particularly vivid is the memory of her portrayal of a martyred saint that was burned alive. She played this part when she was a child at a convent school and in a sense she is still playing that part.

The spirits and the visions are inextricably linked. When Juliet comes to a self-realization, she is able to denounce her visions of the past and the spirits are compelled to shrink away.

Even though Finelli has cast even the smallest parts perfectly, Guiletta Masina (Fellini's wife) does not quite fit in the part of Juliet. All the strange exotic imagery often tends to overwhelm her. Even when she meets the most bizarre of characters, she seems unaffected. Her personality does not seem disposed to the adventures in fantasy attributed to Juliet nor does she seem capable of the struggles within her. The conclusion is that we are seeing the manifestations of Fellini's imagination which do not respect the character of Juliet.

Fellini wanted to be rid of the trappings of prose narrative, the conventional approach to the film and move into the phase of poetry. Just as there can be many answers to the question, "What was the nature of the reality of a poem?" so we can ask of this film: "What was the reality of Juliet's experiences?" and not be able to narrow down the answers to one totally satisfying explanation.

Pelletier urges civilian draft

MONTREAL (CUP) — Secretary of State Gerard Pelletier, in perhaps a glimpse of what is to come from his department, yesterday praised what he said were student proposals for a 12 month academic year and conscription of youth to work for a year in civil service.

Speaking to the Montreal Chambre de Commerce, Pelletier evoked everything from the generation gap to we-were-once-20-too in a condemnation of the older generation which refuses "to face the world wide dispute" in which they are the central issue.

"Just because young people are suggesting a world which seems absurd to us," he said, "we react most often with complete negativity. What is more serious is that we react by trying to impose on them our conception of the world and our ideas on life."

Pelletier cautioned against a

government youth program that might function as a "ploy" to force youths into statusquo positions. Rather the policy must "help" young people "give expression to their ideas."

He called the short school year a "relic" of a middle class world and an agricultural society where students had to help in the summer harvest.

He proposed instead a 12-month academic year, but did not mention free post-secondary education to make up for lost summer earnings.

The year of service would enable students "to work with their hands and with their brains to build their country . . . so they can play their part in creating a more just society."

The economic consequences of the two programs, of course, "are unknown because no one has studied them in detail yet."

"Frustration and unrest among young people," he concluded, "will persist as long as they have not found, with our help, the ways in which they can increase their participation in society and the visions of the future which make a new world possible."

Spoons strike a sour note

WOLVERHAMPTON, Eng. (Reuters) — Fred Pike's musical spoons were a great success at a club here, but he ran into trouble when he started tapping out his beat on the heads of his audience.

One member of the audience was an off-duty policeman and he was not amused when tapped on the head.

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New functions f

In the words of John Dewey: "any scheme for vocational education which takes its point of departure from the industrial regime which now exists is likely to assume and perpetuate its weakness, and thus to become an instrument in accomplishing the feudal dogma of social pre-determination."

Report presented by the U.N.-E.F. to the European conference of students in Zurich, Jan. 5, 1967.

Because of its scope and general character, this report surpasses the national framework. It should be conceived not as the result of any precise theoretical work, but as the broad outlines of a general reflection, the only aim of which is to stimulate discussion among the student organizations of these countries. In this respect, it is schematic and simplifies the points about which thorough special studies should be undertaken.

We have deliberately chosen to limit ourselves to the subject suggested and we will only raise in passing those questions which are of course closely linked to democratization, reform and university government, etc.

We will reason on the basis of the French situation whose special characteristics are sufficiently important to prevent hasty generalizations. The French university is largely nationalized, state-controlled and centralized. One of the major aspects of the changes going on in all European university systems — the growing role played by the State to the detriment of private administrations and powers — is therefore manifested very differently and less visibly.

The characteristics of the subject we are dealing with do not suffice to stress the essential: the astonishing similarity of diverse European university systems with regard to the phenomenon which fundamentally affects them: the change in functions of the university.

1. THE UNIVERSITY AND ITS TRADITIONAL FUNCTIONS.

a) We understand by the university higher education only, although we are perfectly aware that the problem of the function of higher education is only one part of the more general problem of the function of teaching and education in a given society.

By higher education — following in this matter an analysis made by the great majority of NUSes — we understand all of education after 18 years of age (taking into account the fact that we think that school attendance should be obligatory until the age of 18, and that it is a question actually of all post-obligatory education). This definition includes therefore higher so-called "university" and higher "non-university" education (for example Belgium, Great Britain, Switzerland, France, etc.).

More than aims and objectives

b) By function of the university we understand the place occupied by the university and the

role it is led to play — as a social reality — in society as a whole. It is therefore a broader concept than that of aim or objective of the university, for it introduces consequences which are even those not explicitly desired — of the existence of the university in society.

c) When one speaks of vocation of function of the university, it is customary — in spite of the very considerable differences in vocabulary from country to country — to distinguish three which incorporate all the others and which seem to take into account all the roles played by the university society:

— the dissemination of culture, of knowledge acquired, of general education at a higher level, etc. We will call this role the cultural function of the university in the strict sense.

— scientific research in the broad sense and the contribution to the progress of knowledge: we will call this the function of research.

— the formation of cadres, the preparation of a certain generally highly specialized skill: engineers, doctors, etc. We will call this the industrial function of the university.

These three functions in differing degrees and in different proportions seem to be those fulfilled by all European universities. We will take up this distinction again at the beginning of our treatise, although it opposes functions at very heterogeneous levels, which, therefore, to a large extent intersect each other (thus the preparation of a profession does not imply the dissemination of knowledge . . .).

It is not our aim actually to draw up a formal category of functions of the university.

Our report will be divided into two parts:

— in the first, we will formulate three observations on the respective place of the three functions,

— in the second, we will examine several of the most important consequences of these three basic observations.

Finally, we envisage what in our opinion is the ultimate function assumed by the university system in all European countries, showing in this way the hypocrisy which exists in the formulation of the three classical functions.

II. THE UNIVERSITY OF TODAY

1. Alteration of Priorities

During recent years, a great change has come about: the alteration of classical priorities. The principal dominant function in the university of yesterday was what we called the cultural function. Its hegemony today tends to be replaced by that of the third function, the industrial function. The three functions are continu-

ing but the most important is no longer the same and this has immense consequences for the structures, functioning and content of education which we will not examine here. This alteration of functions does not emerge suddenly at the same moment in all countries. It is a complex process which in Western Europe began in about 1956 and which in France will be actually terminated essentially in 1970 or 1975.

Two causes for changes

What are the causes of this change? We see two of them:

a) the economic development effective for many decades in Western Europe and particularly during the last 20 years requires, in order to continue, a growing technical qualification and a great many engineers, technicians and cadres of all sorts. This qualification was not previously acquired at the university. A few famous schools trained elite engineers, but the mass of specialists who were much fewer than today were trained on the job. Technical and scientific development is obliging medium and highly advanced specialists in the economy to acquire theoretical and specialized knowledge: they can get this only at the university. Little by little the university, in welcoming these future specialists, has become transformed. The place of humanist predilections, speculation and rhetoric, of free knowledge, etc. . . it has been promoted to the rank of professional training school, and the transformation of its mission strangely recalls, after 80 years, that of primary education in France in the 1880s — 1890s. It was at that time that people became aware of the major contribution to the economic activity of widespread primary education and it was under the pressure of economic officials and leaders — as well as the humanists of those days — that primary education was made obligatory. This having been done, the idea was accepted that education could no longer be only the intellectual toy of curious minds, but an indispensable tool in the progress of society and production.

To some extent, the university of 1970 is the primary school of 1880.

b) Another cause of the present predominance of the industrial function over the cultural function is the change of nature which affects many professions and the increase of new technical professions unknown until now (economists, sociologists, administrative staff, etc. . .) and created directly on the basis of university education, following a logic of development which the university organization in each country has profoundly influenced.

2. Research

The second broad observation we can make in examining the evolution of the three classical functions is the following: there has been a development and "fragmentation" of the function of research. By "fragmentation" we understand the dispersal of many sectors of research toward the periphery or beyond the confines of the university. In many cases, the private industries have in recent years developed their centers of pure research; they often make contacts with the university laboratories which due to this are progressively evading any activity oriented toward the university.

Independent research structures have been created outside the university and, in France, the CNRS is completely cut off from them. We are obviously not speaking of the atomic and space research which is under military or para-military control in almost all countries. This progressively applied rupture between

the activities of education on the one hand and a large part of research on the other are indications of the growing difficulty that the university is having in assuming its second classical functions.

Difficulties in assuming its classical function

The four principal causes of this difficulty which we will only enumerate are, we believe:

— the broadening of the field of known application of discoveries and progress in the speed of transforming inventions and innovations;

— a growing inadaptation of university structures to team, applied and costly research;

— the desire of private industry to control the sources of profit constituted by results of research. The private appropriation of profits passes through private appropriation (or exclusive control) of a large share of scientific, medical and even cultural research.

— the fourth cause and often the most cited, should be recalled: the overloading of teachers; real and rejected mutation of their real function in a mass university scarcely permit them to continue their own research or to effectively direct that of their pupils.

3. Ideological Function

Beyond the different distortions of the three classical functions, the first characteristic of the university today is perhaps the regularity of its involvement both in the technical and social division of labour. Determining the function of the university basically means determining its task in the division of labour within society.

What do we mean by that?

The technical division of labour defines the elements of a system in a way which only establishes the technical necessities, taking into consideration the state of the productive structure and technological knowledge.

The social division of labour, on the contrary, returns to the forms of the division of labour determined by the mode of general organization of society and by the political and social choice which is made at the basis of it.

Technical and social division of labour

The importance of this theoretical distinction between the role of the university in the technical division of labour and the role in the social division of labour is being imposed on the UNEF at the same time as the idea that these two roles are concretely manifested in an insoluble manner. The only use of the three classical functions to analyse the role of the university hides, actually, a great many basic phenomena and would lead us to a "technicist" or "economist" analysis, insufficient for comprehending the university situation. This is unfortunately a perspective that one finds frequently, particularly in teaching milieu and which is most of the time adopted for them by the governments. Why does this "technicist" conception of the functions of the university so easily maintain its credibility? Because what we could call the ideological function of the university is not expressed — in daily reality — in an autonomous manner, but is exercised through three other functions that we have previously defined. Purely ideological education — in the universities of Western Europe, in any case — have only a very small or restricted place ("social science" courses in the French higher schools and faculties of law, or religious courses in the Catholic universities, for example) and these seem to the superficial observer very secondary in compari-

son to the totality of university activity.

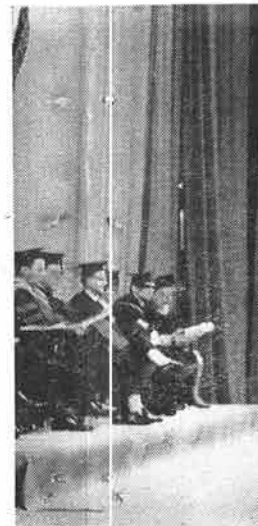
But if we think further, to the very heart of the training that seems to be dominated by one of the three functions defined earlier, we can see the expression of the ideological function of the university.

Ideological function of the university

— The specialists trained by the university are not just any specialists; they do not acquire little by little just any system of thinking. An attempt is made to inculcate in them a precise property which has only a very distant relationship to their technical training, even though this can be totally isolated.

— the "high culture" which the university dispenses is not just any culture. I think it is not necessary here to reformulate the confusion that pseudo-"universal culture" constitutes.

— research, for its part, only obeys material laws over which we have no power. Many characteristics of the university reveal this function of an ideological nature which we will define farther on. For example:



— the cult of individualism, the encouragement of a competitive spirit among students;

— the liberalism or the technicism of officially taught values derive from well-defined ideological systems. In this respect, the French university has been spoiled. It was with it that one of the most gigantic intellectual swindles of modern times has taken place; the secular ideology which has claimed and still claims to be "socially neutral and politically objective";

— in another field, the barriers of all sorts, which prevent the children of workers and peasants from reaching the university.

We cannot spend any more time on showing the existence of this fourth, ideological function, but we will try farther on to define it.

111. SOME CONSEQUENCES OF THIS EVOLUTION

1. Economic and social conflicts enter the university:

Due to the fact of the growing pre-eminence of its industrial function, traditional "university autonomy" is being reduced (even in France, where it was more limited by the Napoleonic system of state centralization). The differences — or rather antagonisms — in the professional future of the various categories of students are helping — more than in the past — to divide them. Thus, students of medicine, have two contradictory paths before them: medicine,

The motto of all old institutions is "don't rock the boat." A distinguished Englishman once said that in educational reform the time is never ripe until it is rotten.

Is for Utopia

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or wage-paid, traditional liberal medicine. Similarly, students who are future technicians or future elite engineers, etc. . . . Contrary to a situation which was primarily a post-war one, the great majority of French students are today future wage-earners. We consider that these various facts do not any longer permit the university to be that ivory tower, a distasteful analyst of economic and social conflicts. On the contrary, it is becoming both a field and a stake in these conflicts.

2. Eclecticism gives way to technicism:

The "humanities" are dying along with the society in which they were necessarily the gage of notoriety and prestige. But dead culture does not withdraw only to the benefit of a narrowly specialized education, a field particularly fertile for the development of a technicist ideology. The reign of the honest, superficial brilliant dabbler in everything has given way to that of the idiot who is competent in his small domaine. The many professors who complain over what they falsely call "the drop in the level of students" only express — in their way — this indubitable evolution.

try today to remedy this, but it is doubtful that it is actually managing since this function of selection is inherent in the modern universities that we know of and in the model universities our governments intend to promote

Aggravation of selection

The preceding evaluation should be corrected by a fourth evolution taking place at the same time. The aggravation of selection in no way means actually that the number of students or diplomas will drop. On the contrary, the raising of the level of higher school attendance is continuing. Moreover, we note an important modification which is tending to transform the traditional barriers which prevented the children of the popular strata from acceding to the university. Henceforth, and more and more, everything is happening as if, obliged to accept the sons of the people (the growth in the number of students is necessarily accompanied by a relative democratization of their social recruitment), they are being placed in certain disciplines. Thus studies leading to higher technical or medium-

Can the community of scholars that was once thought to be an indispensable condition for the advancement of learning co-exist with intense specialization in an era of science and technology?

happening for the last ten years in Western Europe as well as in North America and/or Japan. Whatever the differences in national traditions which have produced very diverse structures of association, the development of the unions is similar and is oriented by the same obligation; the new condition confronting the students and the university. Our political choices remain largely contradictory but in all unions a central problem is posed which can be shown by a general analogy: Since the university is passing from the stage of deluxe workshop to the stage of factory, the student organizations should switch over to the stage of mutual assistance organizations for the unions.

CONCLUSION

Unified model

I. Our examples have been borrowed from the French situation. The conclusion can be applied, however, adequately to all of Western Europe. The recent initiatives taken by certain German politicians and professors, the Robbins report in England and the Labhart report in Switzerland, the laws of university expansion in Belgium certainly do not reveal traces of the French Fouchet Plan but they do express the same tendency establishing the same desire. Under the effect of similar pressures, the three university models existing in Europe (English, German and French) are progressively evolving towards a unified and different model.

The industrial function in socialist countries

II. We would be tempted to apply certain remarks to the university systems in force in the socialist countries. For doctrinal reasons, the socialist countries have long recognized and developed the industrial function of the university to the detriment of its purely cultural function. It is on this principle that the structures of higher education in the Soviet Union notably have been remodelled. For this reason the university achievements of certain socialist countries are sometimes cited by the French governmental authorities in support of their own projects. It is true that basically the ideology disseminated by the universities of the socialist countries is different from that taught in the West and this is enough to prohibit all efforts toward applying one model to another. One is no less struck by the striking similarity of the university conditions of students of the East and the West. Both maintain the same type of relations with the university institu-

tion: the same isolation of the student milieu from the rest of population, the same rupture between intellectual and manual work, the same development of competitive relations among students. We recall, in this connection, a debate which took place between the delegates from UNEF and those from Yugoslavia and Hungary at the Ostende seminar in April 1966. We reproached them for their positions favourable to individual material incentives closely related to the degree of success obtained in the exams.

University's secret function to conserve the social system

III. These similarities help us to understand that — in different forms — the answer to the question "Is the university's function to conserve or to transform?" is actually the same everywhere.

We have there the answer to the problem we asked ourselves earlier: What is the ideological function which we called, for lack of a better term, the fourth function of the university? That of conserving the social system under which it operates, that of not promoting a critical attitude vis-à-vis society (even if these systems and their ideologies are as different as those of the Soviet Union, Great Britain and France).

The university is fulfilling its conservative function by secreting, disseminating and maintaining the ruling ideology.

The university can be transformed

IV. Is this a phenomenon inherent in the university system itself? We don't think so. We think that the university can be a transformer. Without dwelling on what came out of another discussion, we should say nevertheless that this presupposes both an apprenticeship to a polyvalence which facilitates and imposes the advancement of professional life, and an apprenticeship of criticism.

A methodological, epistemological and practical education should replace memorized dogmatism and a repetitive mechanism. New relations between the university and the economy, the students and the workers, and theory and practice should be found. Learn to learn, learn to adopt initiative and criticism. These slogans indicate that one could very well formulate the aim of student syndicalism as a radical change in the function of the university and as the building of a critical university.

What is considered in education is hardly ever the young man or young woman, but almost always, in some form, the maintenance of the existing order -- Bertrand Russell.



photo by Wilson

3. A principal role of higher education should be selection

This role, in former times assumed by primary then secondary education, tends more and more to become functionally assumed by higher education. In France, secondary education still remains the central instrument of selection, but the reforms going on are intended to institutionalize the growing role of higher education in the selection process. If, as is legislatively envisaged, obligatory school attendance is raised to 16 years, (it is 14 now in France), we can then expect a new aggravation several years hence. This function of selection is radically changing the face of the university and encompasses the fact that it is no longer its task to give the largest possible number of people a cultural veneer, but on the contrary, of pitilessly selecting the best servants of tomorrow. Exams are becoming de facto competitions.

System acquires abhorrent dimensions

In France in recent years, the system had even acquired abhorrent dimensions: Three fourths of the students of Letters or the sciences do not obtain their degrees, since there are barrier exams before obtaining their diplomas. Concern about profitability is obliging the government to

level professions are today being taken up much more by working-class students than studies of medicine, for example. This disequilibrium becomes increasingly aggravated each year. It was formerly the custom to analyze the structure of education by "floors," in order to show the segregation of which certain social classes were victim. Today the division of many university branches into "halls" reflects in its turn the division into classes of society. The mechanisms which bring about this result are many and complex and are manifested in primary education.

Deluxe workshop to factory

We will cite a final consequence which it seems to us appropriate to express. The decade just past saw the progressive constitution in Western Europe and student forces striving for demands which were created at the same time as the situation they were contesting. The students — in accordance with their number — are today even a social force whose expression and preoccupation are less and less similar to those of our forebearers.

This change of function of the university implies a change of function and organization in the national unions. And for better or worse, this is what has been

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Kulture korner

By Don Baxtor

This past week, a cheque for one hundred eighty dollars was presented to the Nigeria-Biafra Relief Fund by the Conservative Club. They did not walk the soles off their shoes to get it — they organized and sponsored a Benefit Concert.

While 'Amateur Night at WLU' conjured up visions far from exciting, the concert itself proved a great success with talent gleaned from the student body.

With Dave Kemp as M.C. the concert opened with the WLU choir directed by Prof. Kemp. French Canadian folksongs were featured and presented with the sophistication the choir is renowned for, as well as the vitality the arrangements demanded.

However, one of the high points of the evening followed with the football teams' version of "We are Waterloosans" — truly a stirring performance, (emotionally if not vocally). Unfortunately their reputed determination underwent somewhat of a strain just as they tackled the glorious line "We shall not be moved." At that point, the risers they were standing on collapsed.

Among the many folk artists which followed were Gib and Fran whose best number "The Cruel War," showed great sensitivity. Another artist, introduced only as 'WLU's Gord Lightfoot,' did a great job of Gord's Canadian Railroad Trilogy.

Benji also was great, contrasting the sentiment of "If I were a Carpenter," to the raunch of his version of Animal Husbandry,

(the bit about the horny rooster).

The only instrumentalist of the evening was Bob Morrow, former leader of the P.C. Club and well known pianist and vocalist of P & G fame. His performance of selections from one of Brahms' Piano Concertos was extremely well done, while the second number, an arrangement of "What now, my love," displayed his versatility in handling lighter music.

Mike Rolph proved to be WLU's Frank Fontaine, (Vocally), crooning "The Sweetheart Tree" with the ease of Crosby. Some say crooning is passe, but when it comes out this good, it is well worth hearing.

For the finale, Walt Gibbons gave one of his "usual highly energetic performances. He has the unusual ability to stir up excitement in the coldest audience, though this one was far from challenging. As is his custom, he chose songs of widely varying styles, from "Granada" to "Down by the River Side." There is no need to comment further on his performance, the fact that he was called back for three encores speaks for itself.

All in all, the concert proved better than I had prepared myself for — and I thought I was being optimistic then. Let's hope other fractions, political or otherwise will draw talent from the student body should they wish to sponsor similar events. The talent is there. Congratulations to Dave Kemp, Danny Haughn and the P.C. Club for their successful venture.



The Girls

Photo by Moxley

Quebec students reject proposal

MONTREAL (CUP) — Auto-gestion (self-determination) has become the major issue at L'Ecole des Beaux Arts, a city fine arts schools occupied for over four weeks.

The students run their own classes, plan their curriculum and administer the physical details of the building. They cook and sell 40 cent meals in the cafeteria, and have reconverted classrooms into seminar areas and bedrooms.

Wednesday (Oct. 30), teachers at the school asked the students to give up the occupation and join a tri-partite group to administer the school. The body would have equal numbers of teachers, students and business administrators.

The statement issued by the teachers says in part: "The occupation leadership excludes from its deciding body some parties which are indispensable to any proper administrative or pedagogical action."

There is little indication however, that the students will relinquish their hold on the school. Leaders, who originally called for the occupation in support of the CEGEP disturbances, say they must solve their own problems in the only possible way — self determination.

The school has been hit with three student strikes in the past four years.

Commission wants university info public

OTTAWA (CUP) — After a long, rambling, often bitter session on the nature of the university, the inaccuracy of the media and unfair treatment of administrators by student newspapers, an AUCC commission on public information recommended opening all information "regarding the university and its activities."

The motion came almost as an afterthought in the last three minutes of a three hour session. It read in full: "The AUCC recommends as a matter of general policy that all information regarding the university and its

activities be regarded as public information unless specifically decided otherwise." There was no discussion on the motion.

The resolution, which passed without opposition, goes to a resolution committee Wednesday night (Nov. 6) and then to plenary on Thursday. It is almost verbatim the same resolution contained in a McGill University committee report.

The session was made up primarily of public relations personnel and senior administrators or Canadian universities. They heard presentations from Lib Spry, an associate secretary of

the Canadian Union of Students, and from various students there as observers.

Discussion rambled all over the current arena of student-administration dispute, touching on secret information, open decision-making, student radicalism and the various media.

Nothing of major import arose. Apparently, the most fruitful discussion for the administrators was an hour long discussion on how to get good press and how to set up contracts. The administrators seemed worried by what they called inaccuracies and mis-handling of them by the media.

Universities stay intact

OTTAWA (CUP) — The University is under siege by the public, student activists and reformers, and the faculty — but it will probably emerge with walls intact.

Dr. Paul Lacoste, executive vice-rector of L'Universite De Montreal and Dr. D. Carleton Williams, administration president at the University of Western Ontario, both reached this conclusion in theme speeches to the Association of Universities and Colleges of Canada annual meeting Wednesday.

Neither man sees the battle as no contest, however.

Lacoste warned that "gaining time" was the goal of most university reform to date and concluded, "we will not arrive at a rational solution by buying peace."

Williams saw two major threats: student extremists "whose diagnosis of the university's ills is dire and whose prescription is fatal" and government intervention which will end the university's autonomy.

Lacoste mentioned the push to change the university to an agent of social change, but said the public would not support universities which were "laboratories of protest."

Continual change of the university aims and structure was outlined by both speakers. They concluded, however, that with proper communication and leadership coming from "experience" the change could occur smoothly.

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CANADIAN GENERAL ELECTRIC

No Big Thing

by John Kuti

The revolution is happening. Where? Do you know? Around you? Individually? In education? In politics?

It's two places: two institutions with power. Education and religion.

After 100 years of the anarchy of existentialism, value is being born that has only had a brief flicker in all history. Black power, student power, this power, that power, flower power are all moves toward justice, humanity, love, if you will. If it is to happen suddenly it will require more martyrs than the church ever knew, more martyrs than the French and Russian rebellions could have possibly dreamed. If there is to be as little blood as possible there is only to concede to them this world for the next twenty years in business and whatever and focus on education join it as everything from administrative to teacher. Cut off the supply of the soulless machine and humanity will begin. Teach children the tone of freedom and love and humanity will begin where the individual can live at last.

Take care of the pennies etc. Want a prediction? They'll try it the first way. It doesn't take as many people or the character of the ability the second requires. Want another prediction? The left will lose, and will whimper in its existential emptiness until the new movement takes hold. What new movement? The hippies are the heralds. Religion will happen outside the formal church that destroyed love when Peter took his first collection.

We will fight for justice like the Jews we are and when we lose again to the right wing Philistines the opting-out will increase. Maybe we'll come to see that love is the only justice. In spite of the Church the ethic of love is rising. The last Christian didn't die on the cross but you can count on your hands the number that are over thirty and you could put in a classroom the number alive on this earth.

What the world needs now is love sweet love.

That's the only thing.

That's the revolution and unlike rebellion, revolutions change people's values.

It's happening. The revolution from Justice to Love will take 2000 years or so. And all the rebellions will be moving that way whether they're clouded in politics or not.

Ol' Griswell would predict you another thing but the Jews didn't believe it happened the first time. Why should you be any different? No I'm not antisemitic. In fact all of my best friends are Jews.

See what one salvation army convention has done to me. It's got me prophesying already. I listened for a bit in the TA and it reminded me of something that was written about the class lunatic in high school, to wit, the salvation army is here to say what it does not know. But at least their main assumption isn't holding syndicates. Enough with this crystal ball gazing and clever one-liners. Next week's column will probably be Prophecy for fun and profit so hold your breath and I'll be able to get a good head count on who reads this weekly type juggling.

Simon Fraser votes to stay in CUS

BURNABY (CUP) — The Canadian Union of Students won an important victory Tuesday (Nov. 5) when the students of Simon Fraser University voted 1,123-685 to stay in the union.

The policies of Martin Loney, CUS president-elect and past president of Simon Fraser Student Council, and his activist executive of this summer seemed doomed to failure following the SFU fall election of a moderate slate to council.

Loney was elated by the results and said: "This should turn the tide for CUS." He also claimed as a result of his recent tour of the West, "It's very likely the University of Alberta will vote to join CUS by the end of the year."

Because of Loney's position with CUS all eyes turned to SFU to see if students there had placed the moderates in office as a reaction to student power at that campus or as the prelude to re-

jecting CUS policy and membership.

Rob Walsh, Council President, was disappointed with the results of the vote. He and his moderate council voted 7-3 last week to pull out of CUS because it was a waste of money and didn't represent the majority of students in Canada. But their constituents didn't agree.

Jim Harding, former activist Vice-President, said: "Moderates need the mass media to scare new students. When they haven't got it, students can translate their self interests into votes."

Percy Smith, Executive Secretary of the Canadian Association of University Teachers, gave strong support to the union in his address to the SFU Students Council last week. He said: "I view the partial disintegration of CUS as nothing short of disaster."

While students at SFU earlier voted to oust student power candidates, they appear to be reversing their decision.

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Intellectuals of all countries unite!

by George Haggard

The only humanly redeeming feature of contemporary Western society is the revolutionary upheavals that have taken place and are likely to occur in the foreseeable future. These manifestations speak of inner contradictions in the socio-economic system whose most vulnerable facet at the moment is the educational system — a system which in the coming decades will probably be the decisive battleground of the social wars to be waged between the industrial-commercial magnates and their human victims. Moreover, what is unsettling and disturbing from the point of view of "liberal" society is that the revolts of students and young workers are being led by the children of the affluent, who are, by and large, academically brilliant, vocationally well-trained, socially and emotionally well-adjusted in their nominal settings, but lacking in self-determination in their schools and factories, and in productive social interaction in general. This verity alone highlights, if nothing else, the spiritual emp-

teness of capitalism and demonstrates its inability to respond to human aspirations beyond the cash nexus. In brief, capitalism has given the rebels at Renault, the Sorbonne and Columbia homes without parents, schools without intellectuals, societies without communities, shops, offices and factories without people.

The party of man is a party that celebrates the human spirit, asserts its authenticity, reverences its dignity. It is a party that deprecates the cult of efficiency, repudiates the malignant fetishes of managerial society, spurns the rhetoric of liberalism and embraces the deed of the social revolutionary. It is a Promethean party for the emancipation of man, releasing him from the shackles of the past and developing his manhood. It is the party of affirmation!

The party of Caliban is an all-embracing, all-pervasive party. It is the party of strength, wealth and power. It is the party of the privileged who consider that everyone owes them allegiance and ought to pay homage to their

gods and idols. It is the party of callous calculators to whom human brain and brawn, coal and electricity, are mere sources of energy to be harnessed in the conquest of man and nature. It is the party which employs the editors, professors, priests, lawyers and other symbol manipulators. To justify its misdeeds and defend its spoiliations of society, it uses political brokers to ensure the prevalence of "liberty" and the dominance of "virtue". The media are its free and "objective" outlet. The airways are its monopoly, the Gods are its servants, the Heavens are its sporting grounds. It is a party whose illusions are law, whose wishes are morality, whose fiats are science. It is the negation of man!

If we are to put the party of Caliban in historical perspective, we must remember that its genesis may be located in the fetus of the human heritage. Its modern dilemma, however, is that it is schizoid: it has created a technology and a technologist mentality that has subjugated man instead of liberating him; it has

enthroned the invisible hand of the entrepreneur and deposed the omnipotent hand of God; it has transmuted the catapult into the solid-fueled rocket but has retained a theological-metaphysical-political outlook; it has appropriated the fruits of nature and the genius of man for the benefit of Western European and North American oligarchs while proclaiming liberty, equality and fraternity for all men. It has sailed the oceans, discovered every river and is reaching for the stars; but it has failed to discover man. Its victories were the by-products of reason and revolution — values which have now been rejected and whose exponents are labeled cranks, dupes and rebels. The party of Caliban has divorced reason from reasoning and assigned it the abject role of marketing, packaging and determining what human frailties and foibles Caliban can exploit. It has smashed the confined, circumscribed but integrated medieval man and replaced him by the compartmentalized, fragmented atom of our era. The party of Caliban has substituted consumption for human production, seemingness for essence, the ape for man! At present, however, the harmonious cosmos of Caliban is under attack, and the party's reflexive response has shown its moral bankruptcy and the uncertainty of its certitude. It can no longer rely on psychic violence alone. It has had to supplement it with physical repression and has dispatched vigilante liberal totalitarians to smash the temple of liberty. In this dehumanizing enterprise, its love of tyranny

and passion for ritual have been exposed, particularly in its pronouncements with reference to opposition and critical groups. It has a simple answer to all questions: force and violence which are as proudly professed as law and order.

This myopia and public approbation have enabled the moralists of the prevailing order to diagnose the malaise as psychological, and they, consequently, have set out to locate its source in the "permissiveness" of "liberal" society and its espousal of "freedom." On the latter point, they are in part right but for the wrong reasons; on the former, they are absolutely mistaken, because bourgeois society, while proclaiming itself free, lives by the laws of servility. The dilemma for capitalism, however, is that its science discovered the gap between the declared stance and the actual practice, between the word and the deed, a discovery of which the youth of today are aware. They are saying no to sham dignity. Convinced that their parents, teachers, professors and other "professionals" who make the system work are frauds, the youngsters forming this "mobster minority" are resolved to overturn Leviathan, lest they too become victims of that frightening apparatus. It is evident then that the radical movement of students has nothing to do with permissiveness, but with alienation — the essential prerequisite for understanding reality. It must also be understood that alienation is the product of this "permissiveness" which is, in fact, compulsion, compression, condes-

(Continued on page 13)

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(Continued from page 12)

cension. Although parents of the liberal persuasion thought that they had reared their children in freedom, they had, on the contrary, raised them in accordance with their own image of reality, an image which was a visionless vision in which the offspring was brought up as a replica of the sterile, the inauthentic, the hypocrite. Thus, the contemporary revolt is not an escape from freedom but from authoritarianism, masked as freedom. It is a plea for liberty, a demand to end slavery, a rebellion to rediscover community. Therefore, the young workers and students of today are the harbingers of the coming world, not the world of their elders but the world of the future — the world they will fashion to actualize the greatness of man by incorporating the human achievement of the past without adopting its glacial crusts. It is a movement whose aim is the deification of man, the enthronement of the human spirit, the glorification of spontaneity. These fundamental differences between the two antagonists — Man versus Caliban — make the conflict irreconcilable. It is a conflict of conscience as the spring of human action and compassion, and its concretization in societal living, on the one hand, and on the other hand, of greed and pride with their requisite psychology of acquisitiveness. In the contours of this contest, the party of man does not reject the knowledge and wisdom of the past; it merely rejects the idols, a morality and scientism of bureaucratic, monopoly capitalism which forced "capitalists" to lead a life without love, without passion, without poetry. It is not that these latter-day saints have no passion. They do. Their passion is for drugs, escape, rationalization — standards by which Caliban society declares its opponents to be rebels, cranks, psychological misfits. The rebels, undoubtedly, plead guilty to these charges since, by their standards, they are the party of human redemption, salvation, rescue.

If Luddism is not the leitmotif of the movement whose aims are not to expunge the technological accomplishments, but rather to repudiate its concomitant capitalist morality, how has such "morality" been maintained and can it be overcome? The university, its administrators, teachers and students, as a society in microcosm, provide us with the answer. Although literature abounds on this subject, very little is noteworthy except for Farber's article *The Student as Nigger*. This article is of value because it underscores the spiritual enslavement of the student and the preparations he undergoes to graduate to Caliban society. Its popularity stems from its provocative bourgeois appeal to sex and the personalization of the "social question." In this latter aspect, the analysis proffered does not undermine but helps the existing system to perpetuate itself, by treating a socio-economic question as psychological — which in part it is — and thereby weakening, if not destroying, the revolutionary potential of some students. In this sense, Farber has unwittingly become the accomplice of liberal reformers who understand alienation and know how to cope with it as an individual and temporary phenomenon, rather than a permanent feature of capitalist society. This failure, on the part of Farber, to grasp the "social

question" has enabled him to abstract the student from his social context and depict him as a slave, when the student is, in fact, a relative libertine, an overfed adolescent, a social parasite. His characterization of the university as an Auschwitz is not only inaccurate but false and is, therefore, inimical to, if not diversionary of, the argument that the university is an essential "plant" in the political economy of bourgeois society. The university, as every observer should know, performs the social function of reproducing the required clerks for the maintenance of the prevailing industrial and commercial systems. These giant corporations dominate North America society and stamp it with an appropriate life-style that enhances the well-being and expansion of capitalism. Thus, the student is to be regarded as an apprentice-clerk in a training-shop whose character has been determined by the demands of the social system in which he is trained to operate. What is appalling, however, is that neither student or teacher has a clear perception of this transactional reality, and the teacher, as chief clerk, is the more deluded party. The illusions of this sacrosanct deity are legion. He thinks of himself as a professor when he has nothing to profess, as a scholar when he remains silent on the great issues of the age, as an intellectual when he publishes a notice in an obscure "academic" journal on a Foundation-approved topic. Nevertheless, his true function is ape-training, the inculcation of slave morality and wage-slavery by methods deemed desirable by his superiors. In other words, the professor is no more than the seller of a commodity in a supermarket or a shopping centre. However, because of his ability to articulate and elaborate his position by retiring behind a psychic proscenium arch, he sets himself apart from other merchandisers who rely on other techniques to market their goods. Moreover, because of his servile mentality and impoverished socio-economic conditions — which ensure his continued slavery — he is highly dependent person who, in order to survive and acquire prestige and power, must become more and more subservient to his chairman, dean, president, and the robber-baron who runs the university. To advance his socially-induced goals, he plays the game according to established "scholarly" canons of esoteric-exoteric relations. He must also know the politics of his university and pander to the whims of "senior" colleagues who decide who are the scholars and reward them accordingly. He must be in contact with the "right people" elsewhere to move upward to the prestigious universities. He must entertain the students, respect the social and political mores of the status quo and express any aesthetic criticism of the system in the least offensive language and in a tone replete with deference to the ruling gods and their lesser disciples. Therefore, the classification of the *Professor as Kitchen-Nigger* is the most apt portrayal of his status, mentality, role and obsequious manners. Because of the unilaterality of relations in university life — which is typical of all social intercourse under capitalism — the professor is not a free, autonomous, self-determining agent, but a myrmidon who lives by his tongue, shares the table with his master, nods cheerfully to his orders and

carried out decrees without expressed reservations. Such is the life of the chatterboxes, puppets and social eunuchs of the universities! The tragedy of the professor is that, in spite of his "learning" and trained "intelligence," he is not conscious of his imprisonment. Indeed, it is no exaggeration to contend that most professors enjoy their slavery and adore their jailers. Therefore, a major task of the student radicals and intellectuals outside the system is to catch the young professors before they "sell out" completely and become "adjusted" to the comforts of the "republic of knowledge" and the feminine manners of aristocratic elites of academe. As for the remainder of the clerks, the most radicals can do is demystify, demythologize and unmask their complicity, their acquiescence, their fraudulence, their inhumanity, their treason! Hence, in the coming struggle, the supreme target should be the professor, not only because he is system-oriented, but also because he holds a strategic position as mediator between the proprietors of the system and its prospective victims. If this pivotal link in the chain of slavery is roiled up, the entire system will be in a state of disarray and confusion, and the radicals will be aided in this battle of defoliation by the anti-intellectual environment produced by the system itself. Thus, it becomes necessary to know how the professor evolves from the status of an apprentice clerk to that of chief clerk — a process that consists of kneading and moulding him as a robot to fulfil the functions assigned to such "hands."

Professors are wont of concealing the travails they undergo in order to attain their Delphic positions. They fear a disclosure which would expose their meager resources of intelligence, independence and individualism as a cultural elite and their morality as a "pack of professionals." However, it is incumbent upon us to point out that merit plays a minor role in the admission to universities and graduate schools, in the awarding of scholarships and appointments of faculty. Moreover, secrecy is facilitated because most professors come from the upper strata of society, share its beliefs, mores and values and look upon education as a communications medium to perpetuate and enhance what is. They, as a class, accept society, respect hierarchy and cherish all the intoxicating illusions of king and country. In brief, they are the moral bureaucrats of the established political economy who burn incense and chant hymns for their kin. They are not the arbiters, but the servants of society; they are not the interpreters of the good and the sublime, but the priests who embody that mystery. They are not the critics, but the fawning scribes; not the guerrillas of the new age, but the gorillas of the old. They are a civil soldiery guarding the acropolis of capitalism. As clerks who administer the cultural apparatus, the professors are an exclusive tribe which replenishes its ranks by co-option. They cannot and are incapable of transcending their social milieu. Therefore, the intellectual who, by his choice, carries the burden of mankind cannot be in the university as servant, and he will not be allowed to remain there if he entered the "island of democracy" to restructure it. The intellectual is man, citizen, lover. The professorial clerk is an intellectual minion, a voter, a sex escapist. He is for what is. He lives for others, complies with their will, submits to their commands. He is an administrator working for a wage, he lives for it and abides by its requirements. He is available for sale to any department in the economy that demands his services. He is a commodity to be had

by the highest bidder. He is Caliban par excellence! The intellectual is the vehicle of reason, the instrument of the revolution, the messenger of the human spirit. He is for what ought to be; he is for himself and for all men. He is a MAN! He knows that the octopus-like system of capitalism cannot be overcome by persua-

sion, but only by a frontal assault. Therefore, to him, the act of negation in our age is the greatest act of affirmation, and the arena for it is the university — the centre of indoctrination, de-humanization, debauchery. Intellectuals of all countries, unite! You must reconstruct world history!

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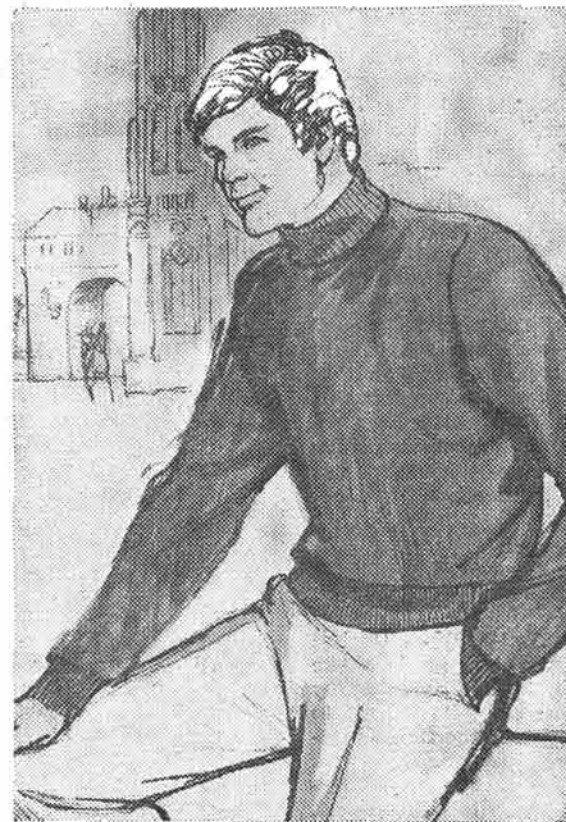
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McGill students get senate seats

MONTREAL (CUP) — McGill students have elected an activist slate to represent them on the university senate.

The vote was taken Wednesday (Oct. 30), and Thursday. The seven new senators attended their first meeting of a reconstituted senate.

The seven included the three student society executives who brought state politics to McGill when they were elected last spring.

Peter Foster, international pre-

sident and one of the leaders, said state politics are important to politicizing the campus.

"First of all, we present our policies clearly and receive a mandate to carry them out. We can avoid the problem of conflicting mandates that way. More importantly, our slate presentation forced other groups to contest on an organized basis and allow us, once elected, to say legitimately that the campus voted for us and knows where we stand."

The activist slate was opposed

by a moderate one and asserted individual right-wing candidates. It was the first election in two years the right did not actively contest an election in organized form.

Of the 62 member-senate, 40 are elected directly by constituent bodies. Some 32 faculty members, seven student senators and one elected student from the MacDonald college campus were selected through votes in their respective sectors. The rest of the senate is made up of any appointed administrators.

Lakehead students could turn down senate offer

PORT ARTHUR (CUP) — Lakehead University has offered students three seats on its 29-member senate — but students may reject the offer because the senate holds closed meetings.

Student council president Peter McCormack pointed to a council

policy of refusing seats on any closed body, but said the offer of senate seats would be "carefully considered."

Students were also offered four out of 20 seats on the admissions and scholarship committee, three of six seats on the judicial committee (which interprets academic regulations) and two of 13 seats on the library committee. McCormack said these offers would probably be accepted.

Students asked for seats on the committees in a recent brief to the senate but had not asked for seats on senate itself.

The senate set conditions regarding selection of students for the three senate seats — student members of senate must have completed at least two years at Lakehead and only students who have completed one year are eligible to take part in election of student senators.

Autosport club places in rally

Last weekend the Autosport Club sent four cars to represent our school at the second annual Intercollegiate Rally. This year the event was organized by the MacMaster Autosport Club.

The two day, 650 mile event was not unlike last years rally in that every conceivable road and type of rally instruction was used. Relatively high speeds coupled with twisting and narrow roads made the changes of error very high. It was not uncommon for someone to spin out or go off the road.

Early Saturday afternoon the Austin of Peter Jackson and Steve Howard was knocked out of the rally by mechanical trouble. At the overnight stop in Owen Sound the Rambler of Jim Bales and Wayne Rutledge was in 11th place. The other two cars were further back in the standings due to navigational problems during the day.

On Sunday the Rambler was hampered by two flat tires during the afternoon, the Volvo of Chris and John Gray continued faultlessly until exhaust problems slowed them down. The Mini Cooper of Kevin Tunney and Gord Williams was also very competitive on Sunday but they were plagued by broken lights when night came.

The finishing position of the four cars from our school are not yet available. It is highly probable that one of the cars will end up in 10th place overall when the standings are announced next week. The team may have finished in third place.

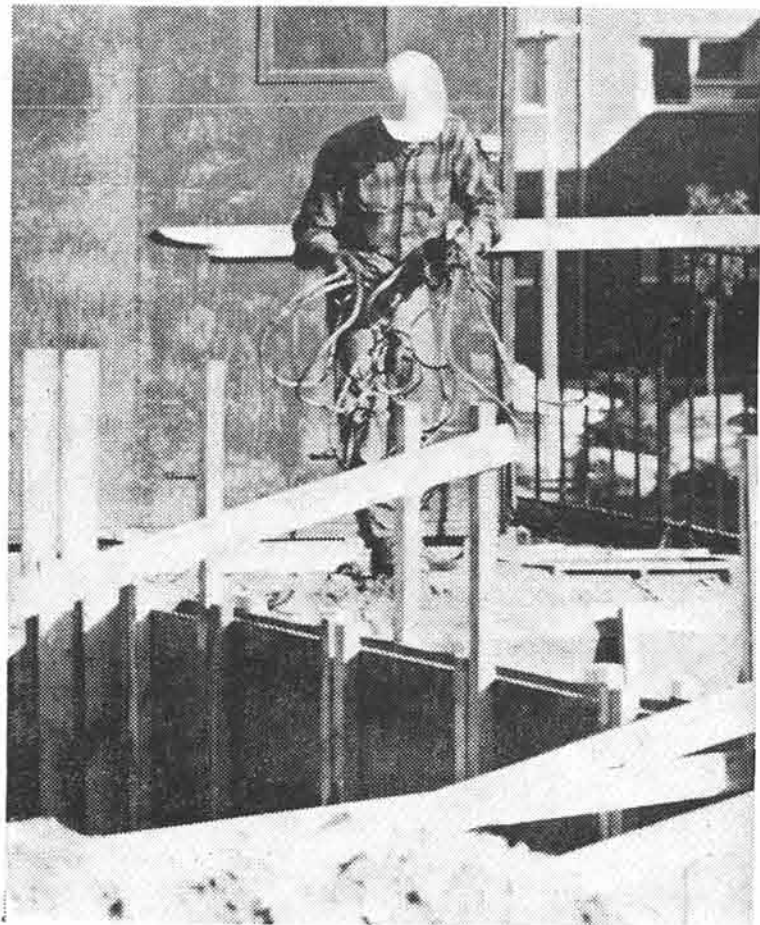
Fiasco!

MONTREAL (CUP) — Quebec students have been out to shake up education minister Jean-Guy Cardinal ever since he refused to take any action in the CEGEP disturbances two weeks ago.

Michel Mill, a 24-year-old student at L'Universite de Montreal, has found a way.

Wednesday (Oct. 30) he announced plans to run against Cardinal in a by-election December 4 in the provincial riding of Bagot, formerly held by the late premier Daniel Johnson. He is the only cabinet minister who does not hold a seat in the legislature.

Mill, who will run under a socialist banner, said he did not want the minister to run without opposition: "This would be antidemocratic, especially at a time when Cardinal has been the object of student opposition because of his guilt in the post-secondary education fiasco."



... and the work goes on.

Photo by Moxley

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Yellow Jackets sinking fast

For you apathetic fans that did not turn out for this week's flag football action, I say too bad! You are indeed the losers.

Thursday, the Red Guards and the Green Gophers launched a vicious offensive attack on each other. It was an 18-18 ballgame. Although the score was low, the action was high.

Both teams had praise for the commissioner of flag football, because of the new playing field. Teams now battle each other behind Women's Residence. Games are no longer played in East Hall's mud puddle.

This week our feature interview

was with Senior John Lamb. Mr. Lamb had this to say, "Field conditions were perfect. Somebody deserves praise. Officiating was the worst, somebody deserves being fired."

The second game was to be the Saints against the Yellow Jackets, but the yellow squad failed to appear. Perhaps they were yellow! If the Jackets forfeit another game, they could be banished from all future intramural activity.

Tuesday the Red Guard squeaked past the Blue Bombers 24-20. It was a wide-open high scoring game.

The next game, fans observed the Blue Babies crawl over the Red Barons 19-6.

Stats man Niel has Blackie, Hume and Dodd in a close race for the scoring title. We wish our congratulations to these fine athletes. Keep it up lads!

Standings				
	GP	W	L	T Pts.
Red Guard	5	4	0	1 9
Blue Bombers	5	4	1	0 8
Blue Babies	5	3	2	0 6
Saints	4	3	1	0 6
Green Gophers	4	2	1	1 5
Yellow Streaks	4	1	3	0 2
Yellow Jackets	4	0	4	0 0
Red Barons	5	0	5	0 0

CUP football standings and game scores

OQAA — SIFL Standings

	GP	W	L	T
Queen's	6	5	1	0
Toronto	6	4	1	1
Western	6	3	3	0
McGill	6	2	4	0
McMaster	6	2	4	0
Waterloo	6	1	4	1

Scores in weekend action — Queen's 54, McMaster 7; Toronto 36, McGill 13; Waterloo 30, Western 6.

CCIFC — Western Division

	GP	W	L
Waterloo Lutheran	6	5	1
Carleton	6	4	2
Guelph	6	4	2
Ottawa	6	4	2
Laurentian	6	1	5
Windsor	6	0	6

Scores in weekend action — Guelph 32, Laurentian 0; Ottawa 28, Carleton 27; Waterloo Lutheran 43, Windsor 3.

CCIFC — Eastern Division

	GP	W	L
Loyola	6	6	0
Bishops	6	5	1
RMC	6	4	2
Montreal	6	2	4
Macdonald College	6	1	5
Sir George Williams	6	0	6

Scores in weekend action — RMC 47, Macdonald 8; Loyola 63, Sir George 3; Bishops 31, Montreal 1.

Bluenose Football Conference

	GP	W	L
St. Mary's	6	5	1
St. Francis Xavier	5	4	1
St. Dunstan's	5	3	2
UNB	5	2	3
Acadia	5	2	3
Dalhousie	5	2	3
Mount Allison	5	0	5

Scores in weekend action — St. Francis 73, St. Dunstan's 20; St. Mary's 44, Acadia 20; Dalhousie 36, UNB 35.

WCIAA

	GP	W	L
Alberta	6	5	1
Manitoba	6	5	1
Calgary	6	2	4
Saskatchewan	6	0	6

Scores in weekend action — Manitoba 25, Alberta 8; Calgary 21, Saskatchewan 17.

Gaels humble Marauders

HAMILTON (CUP) — Queen's University Golden Gaels humbled the McMaster Marauders 54-7 here Saturday to set the stage for next week's game with the University of Toronto Blues.

The Gaels with a 5-1 won-lost record, defeated the Blues 35-0 earlier in the season. Blues now have won 4, lost 1, and tied 1 so the winner of next Saturday's game will take the SIFL championship.

Queen's quarterback Don

Bayne hit on five touchdown passes in the victory. The Gaels led 35-0 at half time on three touchdown passes to Keith Eamon, Tom Chown and Rick Van Buskirk, a 65-yard run by Heino Lillies and a pass interception return by Jim Turnbull.

The Gaels got further touchdowns from Eamon, Don McIntyre and Glen Penwarden before McMaster quarterback Pete Quinlan scored from the one-yard line in the last minute of play.

sports roundup

by brian crawford sports editor

Well it looks like the football Hawks have won another divisional title. They were aided somewhat by the fact that league officials awarded the Guelph-Ottawa game to Guelph because of Ottawa's use of an ineligible player. If this had not been the case, the Hawks would have been watching the league championship game from the sidelines. If Ottawa had won the battle of the board room, they would have taken the divisional title by virtue of their win over the Hawks earlier in the season.

However this is all by the board and now the Hawks have a chance to show what they can do. The game with Loyola on Saturday should be a good test. The Warriors from Loyola are undefeated this year and are hoping to keep their string intact.

There have been rumours that the Eastern division of the league was not as strong as the west, but we don't advise anyone to take these too seriously. The winner of Saturday's game will meet the team from St. Mary's University or St. Francis Xavier in the Atlantic Bowl on November 16 with the winner of this playing in the College Bowl the following week.

The league title game should be a wide open affair featuring the Hawks' running against the Warriors' passing. We are going out on a limb and predicting a win for the Hawks.

The WLU grapplers are competing in London on Saturday and this should be their first big test for the coming season. If anyone has not seen a university wrestling meet they are missing something. It is one of the few sports which stresses individual competition and where you don't have a teammate to cover up if you make a mistake. We will hear more from the grapplers later.

Remember game time on Saturday is 2 p.m. and we expect all you tip-em-back club members to be in rare form.

Women's athletics ahead

by Kyra Kristensen

Women's athletics have really sharpened up this year. They're enthusiastic. They're confident.

An overall improvement will be seen. The reason for this amelioration is due to the fact that two "qualified" coaches, who have as their motto drive-drive-drive, have been appointed to the teams. You'll never see anyone resting unless they've passed out! Another asset to the teams is that more than half of last years teams have returned.

Coaching this year for the Varsity Badminton and Volleyball teams is a graduate in Phys-Ed from the University of Windsor, Miss Kwasnicki. Managing the volleyball team is Miss Sue Goman. The players are: Lynne Ackford, Jewell Arnott, Pam Bonnell, Bev Borman, Jo Anne Carson, Chris Cotania, Sue Ferguson, Mary Irvane, Ruth Minelly, Linda Rankin, Linda Rideout, Becky Voighs and Marg Marin.

Miss Brinkmann, a graduate in Phys-Ed from the University of

Western, is coaching the Varsity Basketball team. Miss Marsha Powers is the manager. The players are: Liz Atkinson, Judy Birss, Susan Ferguson, Sally Folland, Nora Hill, Tish Koeber, Susan Koppeser, Kyra Kristensen, Sharon Leary, Mary Ann Peter, Carol Roberts, Liz Seibel and Jo Ann Stewart.

The first Varsity games will be held in Toronto, November 12th, at Ryerson. The Volleyball team plays at 6:15 and the Basketball team plays at 8:30 (p.m.).

Dow shindig

SASKATOON (CUP) — A group of 75 students sat in at the Canada Manpower Centre at the University of Saskatchewan Tuesday (Nov. 5) to protest Dow Chemical Recruitment on campus.

They filed into the office at 9 a.m. and sat down on counters, desks and the floor. The interview procedure was not interfered with and office routine continued as smoothly as could be expected.

The group was addressed by Dr. Howard Adams, METIS leader and Dr. Ed Mahood, a professor of education.

The protest was peaceful until about 2:30 p.m. when some 50 commerce students invaded the already clogged office to remove the demonstrators. Several were dragged out before the commerce students were cooled down by demonstrators and convinced to leave.

Saskatoon campus principal W. R. Begg met with a delegation of the demonstrators and promised to establish a student-faculty-administration committee to study on-campus recruitment by companies making war materials.

The demonstrators left the office late in the afternoon but continued to protest outside the hall. They moved to emphasize the non-disruptive nature of their action.

They plan to stay there until Dow recruiters leave Thursday after they talk to approximately 25 graduating students.

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A sparkling ground attack made the difference against Windsor on Saturday.
photo by Glandfield

A freshman lament

It's been almost one-half year —
Still wondering what I'm doing here.
I want to go but it is clear
I gotta finish this round of beer.

My homework is always never quite done
Since homework in the pub is much more fun

Spendin' cash my old man sends
Bumming cigarettes from my friends.

Bartender, bartender let me stay
I know that I've been here all day
But I want to drink my life away.

The girls are silly, the guys are rude
And thrice a day I eat dog food.

The life is flat, the coffee stale
And no one sends me any mail.

I've got the WUC blues, the WUC blues
No matter what I do I lose.

So here I am and short of cash
My beard won't cover my nervous rash
I want to go I've had my fill
I've got no dough for Clearasil.

I can't tell if I'm asleep
My roommate snores and he snores deep
In fact he snores in musical scores.

I guess I know that I'm still green
But someone in power has a very keen bean.
They've just put up a picket fence
Around the girl's residence.

by Three Cheers For Anonymity.

P.S. Either find a tune for it
Or destroy it by printing it.

Bisons force play-off

WINNIPEG (CUP) — The University of Manitoba Bisons upset the University of Alberta Golden Bears 25-8 in WCIAA football action here Saturday. It was the Bear's first loss in 16 games and deadlocked them with the Bisons for the conference title.

The two teams will meet again in Edmonton this Saturday in a sudden death game to decide the

representative in the Western College Bowl Nov. 17.

A combination of Bear mistakes and improved play by the Bisons resulted in the victory. Earlier in the year the Bears bombed the Bisons 42-6.

Dennis Hyrcaliko and Graham Kinley paced the Bisons with two touchdowns each. John McManus counted the lone Bear major late in the game.

Phys-ed dummies

The commission on Human Resources and Advanced Training discovered that business undergraduates have a lower intelligence level than any other group of predominantly male students with the exception of physical education majors.

Car crash at WLU

Another car crash occurred in front of Women's Residence last Friday and was typical of the many which take place every year in front of WLU.

Nobody was seriously injured in the crash which occurred about 8:30 p.m., but a great deal of damage was done to the cars.

A WLU girl was turning into the residence parking lot when her car was struck by another car travelling east on University Avenue. The main cause of the accident appears to be the fact that there is no warning of the many hidden drives on campus. The result is many cars pass the university with too much speed and too little caution.

Immediately after the crash the Campus Security Police were on the scene to supervise the crowd and direct traffic around the crashed cars. The Waterloo police arrived soon after to take charge of the situation.

It was pointed out that the road was presently being widened, but this would not help the problem of the hidden drives. A sign or warning light would appear to be the only feasible solution.

WLU over Windsor

The Waterloo Lutheran University Golden Hawks crushed the Windsor Lancers 43-13 last week to capture the western division title of the Central Canada Intercollegiate Football Conference. The Hawks, who finished the season with a 5-1 record, now meet the undefeated Loyola University Warriors in a game at Seagram Stadium to decide the Conference Championship.

Loyola closed out its regular schedule with a very impressive 63-3 victory over Sir George Williams University. The three points scored against the Warriors in this game brought to only 18 the total points scored against the defence this season. This week's battle could very well be one of the best college games played in all of Canada this year.

Led by John Skinner and Tom McColl, each with two touchdowns, WLU rolled up 540 yds. in total offense, 401 of which

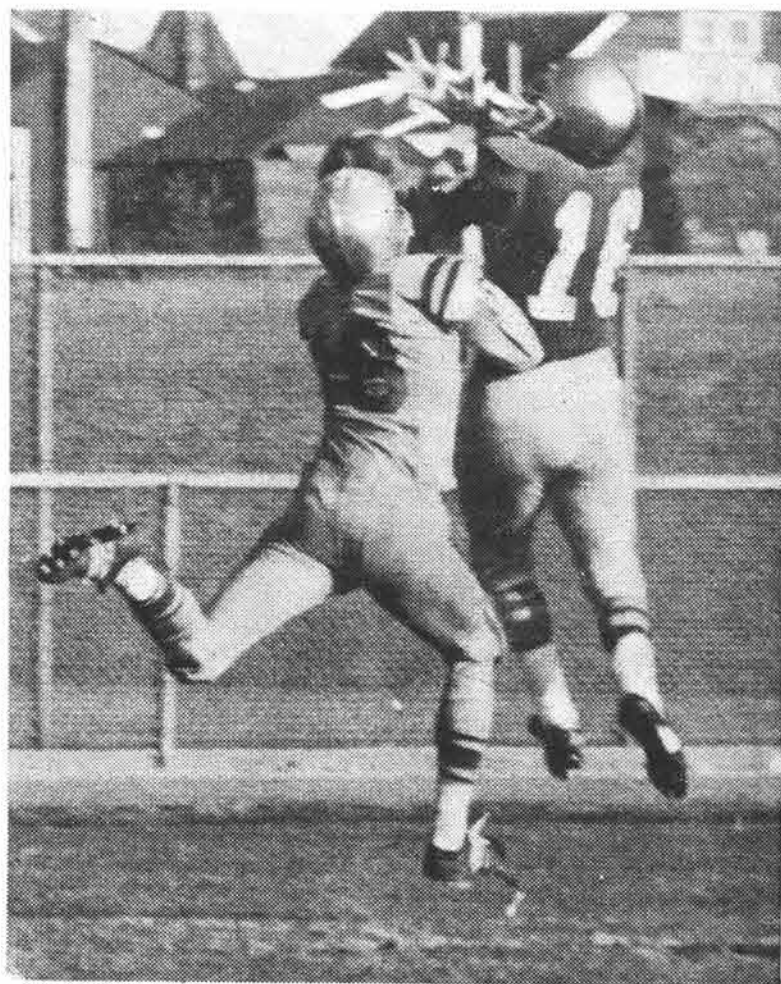
were along the ground. Doug Strong led the rushing with 122 yds. in 13 carries and one touchdown. Bob Hamilton also scored a major on a seven yd. pass from Quarterback Paul Gray. John Reid kicked 4 converts and a 15 yd. field goal to round out the WLU scoring.

Paul Gray passed for three touchdowns and Terry Harvey threw for another as the Hawks completed 7 out of 11 attempts.

The Windsor scores came on touchdowns by Mike Seime and Alan Kennedy.

Defensively, the Hawks played a very sound game, limiting the Lancers to only two first downs along the ground and 32 yds. in total rushing.

All indications point towards a tough defensive contest this Saturday. If the Golden Hawks can combine the defensive effort put forth against Guelph with the offensive of last week's game Loyola should suffer its first loss of the season.



Was this really pass interference?

photo by Glandfield

GRADS

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